



Investigating Juvenile Neglect from the Perspective of Special Education Personnel in the School Community Developmental Issues, Impacts & Interventions

Bousiou Christiana¹; Fragkos Stavros²

¹ MSc Social Work, Demokritus University of Thrace, Greece

² Ph.D., MSc Social Work, Demokritus University of Thrace, Greece

E-mail: sfragkos@sw.duth.gr

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Abstract

Target: The investigation of the forms of neglect of a minor and the description of the effects on learning and educational development. In addition, to approach how special education staff can manage incidents of neglect, emphasizing the collaboration of social workers and psychologists, as well as the appropriate interventions that can be implemented. **Method:** The research was carried out during the months of January, February, and March 2023, and in her, they participated 10 social workers and psychologists, who are working in Assessment and advisory support centers as well as in special school support committees of Eastern Macedonia and Thrace and have at least five years' experience in incidents of neglect of a minor. The personal experiences and options of professionals emerge, who are involved actively in the field, via her qualitative research. **Results:** Elevated levels of parental stress, psychiatric disorders, addictions, poverty, and a repeated pattern of neglect appear to professionals to be strong predictors of potential neglect. Health problems, learning difficulties, low mental potential, inactive or damaged brain cells, and emotional and behavioral disorders, are some of the serious effects on minors. Observation of a child in the school context, social research, and individual appointments appear to be important factors for professionals to focus on. **Conclusions:** Child neglect is a complex problem, rooted primarily in dysfunctional family environments. The research highlights proposals and interventions, with the aim of early detection and prevention of incidents of neglect. Preventing child neglect requires addressing risk factors at the individual, family, and societal levels. The collaboration of social workers and psychologists is of key importance, not only for the detection and treatment of cases of minor neglect but also for the support of students and their families in various areas. The current review offers further insights and tools around the topic of child neglect, which is a significant challenge to children's development and well-being.

Keywords: *Neglect; Underage; Family; Sociable Functionaries; Psychologists*

Introduction

Childhood experiences indelibly color everyone's mental world individual and shape his attitude towards the surrounding world, influencing decisively in his personality. One of the influential cornerstones in the development of a personality interacting with the circles of friendliness, his interpersonal and family relationships, are personal experiences and childhood memories. When a child experiences conditions of neglect, consequences arise as catalysts for his psychological, physical, emotional, and social development. THE healthy and balanced development of children and their living in a protected environment is a basic condition of social well-being and stability. With base the above, came up with the need for her study of the phenomenon of her childhood of neglect, seeking to explore how neglect works in the psyche of the minor. Equal emphasis is placed on the interdisciplinary collaboration of social operators and psychologists, who are invited to cooperate on structures of standard education. Furthermore, cooperation with the rest of the educational personnel can act proactively in the early detection and prevention of childhood neglect.

Neglect is the most commonly recognized form of child abuse and it's got to be associated with important consequences, including deaths (Myers, 2011? Gaudin, 1999). Studies have appreciated that the 50% up to 60% of deaths that come from neglect are not recorded (Crume et al., 2002; Herman-Giddens, 1999). Victims of neglect die by the age of two and 41% are younger than one year (Scannapieco & Connell Carrick, 2002). Studies have proven that 78.3% of children who receive services for childhood protection it was victims of neglect, more than the percentages of children who experienced physical, sexual, psychological, and medical abuse combined (US Department of Health and Human Services, 2012). The data from the rates of neglect of minors demonstrate it as the dominant form of child abuse and consistently represents more than half of all officially documented cases of abuse (Coohey, 2003; US Department of Health and Human Services Administration on Children, Youth, and Families, 2004). However, it receives less attention from researchers and the state apparatus, relative to other forms of juvenile maltreatment (Garbarino & Collins, 1999; Wolock & Horowitz, 1984). The difficulties in defining the term neglect are related first to the weakness of stakeholders (state, legislators, services childhood protection and researchers) to the consent to her description of her concept (Goldman et al., 2003), secondly, whether neglect should include potential or only actual harm (Zuravin, 2001) and the third issue whether negligence should consider that it happens when not are satisfied the basic needs of child, independently from the factors where contribute, such as the poverty (Dubowitz et al., 1993).

Zuravin and DePanfilis (1997) defined neglect as failure (either by failure (whether or intentional) of the primary caregiver to provide a child with necessities of life such as food, shelter, clothing, medical and mental care, education, and supervision of his activities (Zuravin & DePanfilis, 1997; Minty & Pattinson, 1994). According to Gaudin, the definition of neglect includes both minimal and insufficient items of care where are required for the children, actions where recommended neglected behavior, inactive parents/carers, factors where they create unfavorable situations (poverty, etc.), and actions affecting health, safety, the well-being and development of the child (Gaudin, 1993). Neglect is possible usually including one motif, such as the child repeatedly missing from the school to ensure not its external appearance is adequately taken care of (Dubowitz et al., 2000).

Gaudin defined five sub-types of neglect that are included in the overall definition: physical, emotional, medical, educational neglect, and inadequate supervision (Gaudin, 1993).

Physical is the most common type of neglect (Sedlak et al., 2010) and is defined as as the lack of provision of adequate food, clothing, and shelter (Child Welfare Information Gateway, 2019) and refers to weak coverage of physical needs of of children and personal hygiene (Stoltenborgh et al., 2012). The term "syndrome dystrophy inorganic justification" describes the nosological entity according to which a child's body weight is below normal for the age of limits, i.e., in values below the 3rd percentile, without

there being any organic disease the hereditary charge (Berkowitz, 2001). Emotional neglect can be defined as the failure of caregivers to meet the basic emotional and psychological needs of children, including love, care, and support, "parents - psychologically unavailable" (Walker et al, 1999). It includes, not providing adequate care and affection, and allowing children to witness domestic force, without the parents to search for aid from them competent agencies (Stoltenborgh et al., 2012). Medical negligence is related to the neglect of the parent or carer to provide support in health matters concerning the child. More specifically, it includes non-adherence to the treatment, putting it at risk child's health. Juveniles exposed to drugs, repeated injuries that indicate insufficient supervision serious obesity, insufficient hygiene, delay or failure in seeking health care (medical, mental, or dentistry), and exhibition in environmental risks of noncorrect hygiene, inside and outside of the home (Dubowitz & Bennett, 2007). In medical negligence, it is required to investigate the probable obstacles where it can to he's got faced by a parent. For example, poor adherence to treatment may be because the parent did not understand the instructions or the doctor may not have given clear instructions to him parent (Dubowitz & Bennett, 2007). THE educational neglect includes, her non-enrollment in school, permitted chronic absence, failure to attend learning courses, and her indifference to the diagnosis and cover of specialists' educational needs of a child (Stoltenborgh et al., 2012; Fayaz, 2019). Contains no favorable environment for study in the home and weak coverage of teacher's needs. It also includes the parent's denial or indifference to the child with learning difficulties, when this is referred to educational and counseling services centers (Gyftopoulou et al., 2013). Supervisory negligence is defined as the act or decision of a parent putting a child at risk while under their supervision (Hymel, 2006). Specific behaviors, which include not following a child in an environment (eg abandoning a child for a short or long time), the non-protection of a child from another person who engages in delinquent behaviors (e.g. exposure of a child to a person who engages in illegal or inappropriate behavior), as well as the prompt her encouragement of child in a harmful behavior (Coohey, 2008).

THE bibliography demonstrates her community, her prenatal, and her early neglect, which a child may experience. Community neglect includes the failure of a community collectively to provide food, shelter, clothing, and education to families and children who are in adverse environments, as well as to provide appropriate protection and supervision (Polonko, 2006). THE prenatal neglect concerns in care against the duration of her pregnancy. Studies demonstrate, that the ingestion of alcohol, and the use of drugs or psychotropic substances during pregnancy, can to lead neurobiological effects in the embryo (Guerri et al., 2009; Chavkin, 1990; Delima & Vimpani, 2011). Early neglect is especially so harmful to child development (Hildyard & Wolfe, 2002). It refers to the former years of infant development of the child. Establishing a stable parent/caregiver relationship with the child from the first years of life is special significant (Sroufe, 1995).

Many risk factors usually interact with child neglect (Molina, 1984; Wu et al., 2004). Several studies have shown that mental and physical health, the abuse of alcohol, and psychotropics substances, antisocial and criminal behavior, and the experience of childhood abuse by parents, are associated with child neglect (Schumacher et al., 2001; Stith et al., 2009; Bromfield et al., 2010; Staton-Tindal et al., 2013; Akehurst, 2015; Parkinson et al., 2017; Austin, 2016? Mulder et al., 2018). Also, factors, such as the disability of of a child (Kendall et al., 2005), a depressed parent (Wilson et al., 2005), higher levels of parenting stress (Huth-Bocks & Hughes, 2008; Kahng et al., 2008), and violence between partners (Hazen, 2006) may increase the chances of its occurrence. There are few studies about the correlation between single parents' families and her neglect dminors and the results of those that exist are not safe (Parkinson et al., 2017? Freisthler et al., 2006). It has been established that fathers either biological or partners, remain apathetic-observers in situations of neglect (Mayer et al., 2003? Coohey & Zhang, 2006; Radhakrishna et al., 2001). The presence of biological fathers, in teenage mothers, appears to increase risk (Bolton & Belsky, 1986, as cited in Dufour et al., 2008) and the younger the mother, the more frequent the phenomenon of neglect (Carter & Myers, 2007). Accordingly, the presence of Patrias in the family is

related to forms of juvenile neglect (Daly & Wilson, 1996). In communities, factors, such as dangerous neighborhoods or poor living conditions, increase risk (Korbin, 2003). The context in which the family lives may have an impact on the behavior of its members. Stimulus-poor environment and bad socioeconomic conditions in the neighborhood, poor communal support, underdeveloped inaccessible services social support, availability of alcohol and broad consumption, and uncertain environment, form factors where that can contribute to the appearance of neglect (Akehurst, 2015; Freisthler et al., 2006; Parkinson et al., 2017). Cultural and social rules, such as religious beliefs, can affect also the behavior of parents, their upbringing, and their perception of their children (Parkinson et al., 2017). While some factors danger it can to there are dangerous in families this does not mean that the presence of these leads necessarily to abuse and neglect (Goldman et al., 2003).

Prominent importance for her development one child's theory takes place bond of attachment, which is described by Bowlby as a unique relationship between an infant and its caregiver, which is the foundation for further healthy development, as an intrinsic biological response and as a behavioral system in effect for to provide the satisfaction of basic human needs (Bowlby, 1969/1982). The theory of attachment, at its core, is about how the mother helps the infant to regulate the emotion. The relationship mother-infant where is based on emotion is necessary because it directly affects the development of the brain and more specifically the right part of the brain, which develops earlier than the left and which is involved in emotion regulation, non-verbal processing of social and emotional information, in empathy and creativity (Schore & Schore, 2007; Schore, 2005).

Neglect in the first years of life he's got long-term consequences that can be maintained in childhood, adolescence, and adulthood (Gilbert et al., 2009). It can to lead in abuse substances (Hussey et al., 2006), reduced economic prosperity and unemployment (Curry & Spatz, 2010), dangerous sexual behavior (Wilson & Widom, 2010), increased danger for psychiatric disorders (Gilbert et al. 2009) and for PTSD (Spatz, 1999), an insecure style attachment (Curry & Spatz, 2010, Bifulco et al., 2002), increased probability use of social services (Yanos et al., 2010), a manifestation of violent behavior (Van Dorn et al., 2011), escape from the home (Smeaton, 2005), teenage pregnancy (Herrenkohl et al., 1998) and involvement in prostitution (Nixon et al., 2002; Potter et al., 1999; Silbert & Pines, 1982? Van Brunschot & Brannigan, 2002). Children due to neglect appear developmental delays, learning difficulties, low mental potential, disorders her behavior and emotions, depression, low self-esteem, and problems in health, such as pulmonary, hepatic, and cardiovascular ailments (Ann McCloskey & Walker, 2000; Huth-Bocks et al., 2001; Skopp et al., 2005; Teicher et al., 2006; Todd et al., 2001, Hildyard & Wolfe, 2002).

In neglect, nerve cells can become weak or damaged and this can reduce the mode of the brain (Fayal, 2019). The common factors of trauma the bad treatment where affect unfavorably her early development of the brain looks to is the situations in which the child experiences neglect (Chrousos & Golden, 1992? De Bellis, 2001, De Bellis et al., 2009, De Bellis et al., 2002). Studies comparing these children with those for whom there is no evidence that they have been exposed to neglect, demonstrate differences in neuroanatomy and cognition, suggesting that its impact has the potential to cause significant damage to the structure and connections of the brain (De Bellis et al., 1999).

Research Methodology

As a method of investigating the topic of the work, qualitative research was chosen, because was judged as more suitable for approaching the issue to decode the experiences and opinions of the subjects, as well as the subjects' difficulties faced by social workers and psychologists in the incidents neglect of a minor. The qualitative method is used to provide answers, to issues about her experience, the meaning, and her perspective from the watchtower of participants (Hammarberg, 2016). It was considered Well the most appropriate method for the topic under study, as the research aims to develop concepts that can

help to understand the social phenomenon of minor neglect, of course, environments, emphasizing meanings, experiences, and views of participants (Mays & Pope, 1995). More specifically, the thematic analysis was chosen, the purpose of which is the creation of an analytical and systematic record of coding and themes emerging from interviews or observations of research subjects (Braun & Clarke, 2006). In the thematic analysis, the researcher attempts to discover the themes arising from the participants and then will try to confirm, verify, and expand these topics through her analysis data (Burnard et al., 2008). The present research was designed as a semi-structured interview, which consists of one total predetermined question.

The first methodological strategy, which was followed at specific research and where attempts to ensure her reliability is the "triangulation" (triangulation) methods and data. This research it was recruited multiple data collection methods combined with multiple sources of data and evidence; to triangulate and confirm the findings that emerged during the duration of her collection of data. Each source data is connected with the specific investigative questions, the who touches her triangulation with information that comes from other data sources. In this way, research methods and tools are connected with the purposes of the research and the coding framework with which the data will be analyzed. The interview data were triangulated with her another -they of social operators with them of psychologists and vice versa. In addition, the decision to investigate the specific research questions in social functionaries and psychologists, who are working at K.E.D.A.S.Y. and in E.D.Y. did not exist by accident but was taken to satisfy it criterion of experience and contact with the research field, at least five and above years. The professional experience of the researcher contributed to this, both in terms of subject neglect of a minor as well as being an employee of K.E.D.A.S.Y. and in E.D.Y. as a social worker. On the one hand, the professional experience of the researcher can give potential positive estimates for the investigative theme, nevertheless lurks and risks opinions prejudice. When someone is located in a procedure development event is especially difficult to adopt an objective stand. For example, negative attitudes -prejudices adopted by professionals are likely to not be located. End, the reliability of the specific research was supported partially inside from the controls of participants (member checks). Reliability is considered the more important criterion, indicating that the participants recognize their meanings attributed to the research under study. More analytically, the sample consists of nine women and one man, aged 36 - 52 years old. All social workers and psychologists in the sample have worked either at K.ED.A.S.Y. or in E.D.Y. against means term from 5 to 15 years. All the respondents have faced incidents of neglect of minors, where the students were included either in Primary or Secondary Education. The research sample was selected through purposive sampling. The choice of individuals was carried out "on purpose" to understand the central phenomenon (Creswell, 2009). The sampling method used is snowball sampling (snowball method). More specifically, in the first stage, the researcher chose individuals who had her professional capacity as social workers, psychologists, who had worked in K.ED.A.S.Y. and E.D.Y. and who had face-up incidents of neglect minors. At then these people suggested other colleagues to meet the needs of the present investigation. The present study got as a target to investigate the types her childhood neglect where they meet in the school frame, with emphasis on difficulties concerning psychological, social, and broader educational adaptation. Investigation of phenomena constitutes for their social functionaries and their psychologists one important tool for their immediate activation of suitable one's mechanisms and creating valid interventions.

Research Results

The Results of her research resulted one a wide spectrum of useful findings. It is a complex problem that affects millions of children in the people. Neglect is multifaceted and along with other forms of child abuse rarely happens individually. The danger of exposing children to neglect appears to increase with parental stress levels. Child neglect can be referred to as a deficit in providing care for the development of the child in all sectors such as health, education, emotional development, nutrition, shelter,

and safe living conditions. This deficit must be considered, considering the context of resources available to the family or carers, and if it is likely to cause harm to the child's health or physical, mental, or spiritual development. The neglect of a child looks to be connected with "Bad care" by their parents, attributed mainly to psychiatric disorders, marital problems, abuse of alcohol and drugs, unemployment, and financial disability. Certain family factors put children at increased risk danger to experiencing neglect. These factors are noun obstacles that reduce the ability of the parent to provide enough care. When is considered neglect, is important to evaluate the condition for possible difficulties that hinder the parent or his caregiver from providing adequate care and security.

In the study, it was established that, some parents the caregivers have disabilities and difficulties in physical, cognitive, and mental health which limit their ability to provide safe and adequate care for their children. The problems of physical health conditions can impair the caregiver's ability to provide basic physical care, such as the preparation of meals the care physical hygiene. Parents with these difficulties may not know how to meet the basic needs of their children or they may ignore them. A significant factor that may be to increase the chance of being a neglected minor is the psychiatric disorders that can face a parent the guardian and especially the mother, who plays a dominant role in a child's life. The bond of secure attachment between mother and child is defined as major importance for the healthy development of the minor. Maternal depression and psychiatry disorders may limit the quality of parenting behaviors they favor the growth and development of children. Limiting the role of a parent leads to functional difficulties and makes it impossible for him to respond to physical issues and children's medical health, as well as in matters of emotional support and care for one minor. When the mother is emotionally distant, due to psychological disturbances that she can face, the bond her safe attachment begins to crumble, creating a domino of overwhelming effects on Zoe one of the children. Furthermore, it appears the fact that the record of parents who have experienced childish abuse and neglect can affect a series of parent results, including upbringing and education practices, the parent-child relationship, and the attachment bond. It can even increase the danger of parental neglect and child abuse.

The research shows that children with disabilities, disorders, syndromes, and learning difficulties, are located in groups with increased danger of neglect. Intellectual and developmental disabilities are disorders characterized by gaps in development and they hurt life at physical, intellectual, and emotional development of a person. Children with learning and developmental difficulties, tend to have difficulty developing skills related to learning, thinking, reasoning, and problem solving, as well as difficulties in development behaviors including social and practice skills that are required for everyday life. Due to the above difficulties, the parents of the children have higher levels of burden and stress, resulting in them being driven by neglect.

Other one conclusion where resulting is, that addiction to drugs, alcohol, and gambling, due to changes in the mood and behavior of parents, is among the risk factors for child neglect. Parental addiction has a long-term impact on the health and safety of children, as well as addicts' parents are possessed often by low self-esteem, anxiety, and depression. with dependent parents has serious consequences for the children themselves. In families with dependent parents, financial and emotional problems can cause tension in the family and this can lead to neglect of the child. Usually, the dependent parents are inadequate in meeting the physical needs of the children and their emotional support. Due to addiction, the parents have difficulty controlling their behaviors and impulses and have reduced skills including weakness in memory, immature communication, weakness in the regulation of emotions, cognitive problems, and antisocial behaviors.

It appears to be an important factor limiting the ability to provide adequate care to a minor, is the lack of financial resources, which can affect almost every crumple of care, from health care to education. Poverty can affect parents' ability to provide adequate supervision, for example when both parents have to work, but they don't have the resources to pay for child care, housing, dental care, food, clothing, and

security. Family financial resources and their lack can have serious negative consequences on the ability of parents to cover up even the most basic physical needs of children.

Poverty and the social status of a family, maybe a strong predictive factor of child neglect, and this is mainly because of the intense stress of parents struggling to provide basic items. Parents' stress is an important factor influencing parental attitudes towards children and the overall quality of the parent-child relationship. Anxiety develops when parents cannot cope with it, they feel inadequate to raise children well and believe that the relationship they have developed with their children is problematic. Although that's all the economic difficulties that can face a family, they do not seem to be a panacea and do not represent all cases of neglect. In addition, cultural or religious beliefs may limit the ability of a parent or carer to meet their child's needs at a level deemed sufficient by the wider community, but on the contrary insufficient for itrest of society.

The findings of the research, confirmed the literature review, regarding the important effects of her neglect on children. The impact of her childhood neglect on her health and her development of children is at least equally negative to the impact of other types of child abuse. The consequences of neglecting one child may be physical health problems, such as obesity, diabetes, hypo/hyperthyroidism, or other health problems. The lack of sufficient parental care seems to be recognized as a stable predictor of emotional disturbances that neglected children will develop as adults. The disturbed relationships family and the child, contribute important in the problem's mood, negative feelings, and difficulty controlling her behavior and impulses. The early anxiety and the neglect, disturb the structure and the mode of the brain and may increase the risk of developing depression, and psychiatric and substance abuse disorders. Also, children show learning difficulties, attention deficit hyperactivity disorder, speech and articulation difficulties, and difficulties in socializing and interacting which often lead to aggressive and delinquent behaviors. The neglect where it can to experience by a minor, can lead him to self-harm or even suicide. The year's weak coverage of the needs of a child and provision of care may lead to cumulative negative effects that become increasingly detrimental to the child over time.

Professional social workers and psychologists need to research and observe the evidence which may lead them to the finding that one minor is neglected. Dominant weapon in the quiver of professionals, according to research, considered the Contact with him educational her class and his observation child by social workers and psychologists within the school context. The teachers devote more time to daily contact with the children from any other professional or any adult, except his family minor. The educational and special educational staff can detect changes in the child's appearance, behavior, and progress, as well as notice unusual or strange behavior, which may be signs of neglect. Observation in the school context can capture the image child his social relationships, his interaction with other children, as well as how he responds to team play. The image of the child in school class and mainly if the underage shows tired, indolent, sluggish, depressed, defiant, or aggressive, can be an element for his union puzzle of neglect. The cooperation of social operators and psychologists with her manager school unit, is important, to inform the professionals about the number of absences or expulsions of each student. It's hard to tell if one child misses school for one day without illness or family crisis if neglected, but if the unexcused absence is a recurring pattern, then the suspicions of teachers and expert teacher personnel schools for education neglect of a minor.

Attending scheduled appointments getting to know the family, and downloading one full social history, it looks like they can confirm to deny suspicions of professionals for neglect. The professionals must investigate her economic condition as much as possible and the incidents crisis where it can to face up a family, before proceeding to find her neglected minor. The responsible statement where they need the professionals at schools, looks to make it difficult in large degree her effectiveness her detection and of interventions in incidents where maybe they lurk neglect. The refusal of parents to cooperate with the experts, more often than not should raise suspicions. Since first they have clarified to parents, the

concepts of the role of professionals, as well as the type of intervention that they want to suggest, afterward in a row negative her family, must ask social workers and psychologists to investigate it from a different perspective each time the family context and the real causes denial.

Important findings of her research, form the interventions at frame her prevention of child neglect. At the level of primary intervention, the general population, where the group's goals emerged inside from her existing study, were the teachers, the parents, and the students.

The teachers, thanks to their daily and continuous contact with the children, as well as their knowledge of the behavior of each child, are in a position to recognize and mention authorities' cases of childhood neglect. THE insufficient provision of education, about with him way detection and treatment of her neglect of minors, may be the reason why teachers do not often mention the incidents that's. Education with a series of seminars of teachers could help to gain deeper knowledge of the theme of neglect. The program theoretically, can to he's got as target her awareness of teachers for the dynamic and their indicators her childhood neglect, for him way reference incidents, and for him critical role of teachers in the prevention her childhood neglect. With that's all the programs the teachers, will be able to recognize the signs of neglect and then cooperate either with E.D.Y. or the K.D.A.S.Y. of the school unit, either with them competent authorities for the protection of minors.

According to the bibliography, the teachers, perhaps due to insufficient education issues neglect, her familiarization with their carrier's child's social protection, anxiety, and fear, avoid drawing up documents at social services to prosecutor minors, for possible indications of neglect (McKee & Dillenburger, 2009). The anxiety of teachers can to reduced, through joint in-school training from E.D.Y. or the KE.D.A.S.Y., above in issues of neglect of a minor. Professionals who work with children could help break the cycle of neglect if trained appropriately and cooperated in their entirety. This underlines her need for an interdisciplinary approach of all specialties working in the school units for her protection of children, which includes information exchange, understanding of different optics between professionals, and her need identification and correct weaknesses of systemic (Glennie, 2007? Laming, 2003). The incidents of international neglect of minors, some of whom they drove to the death of children, drove their researchers to the conclusion, that if the teachers are trained appropriately, they can recognize when a child is endangered (Parton, 2004).

The findings of the study also show that the education of parents, who neglect the physical, educational, medical, and emotional needs of their children, is important, aiming at the balance of the family context, the emotional discharge of members, and the creation of strong family ties. The removal of one minor from the familiar environment where exists neglect, it can to considered the safer approach for the child but this action can also be seen as harsh treatment or revenge towards parents. The removal of a minor from home is not negotiated in situations where the minor is at risk or where the neglect, he experiences has a strong impact on the physical health, educational course, and psychosocial development. In cases, nevertheless, where the family is having a hard time responding financially and needs guidance and counseling to improve his living conditions, he needs to be given a year to the parents for themselves to respond to the intervention programs drawn up by social workers' functionaries and psychologists. If, however, the family still does not respond to the program's intervention, due to emotional "emptiness" or the shortage of interest in the minor, then professionals must prepare a report to the competent authorities for the protection of minors.

In the secondary level intervention, the creation of school parents, such as families that are in the high-risk groups, as well as families that do not belong, is a very important step in the prevention of child neglect. Effective parent training, at any stage, would minimize its intention, as and the consequences of her neglect. For to is Efficiently the program's prevention and education of parents, require often a series of strategies, including her family empowerment, modification of the environment, her education in

combination with her development of knowledge and skills, and of changing behavior and conditions of care. If all these strategies, were applied ideally and at the same time, the final result I will it was the minimization and restriction of incidents of neglect of minors.

The actions in the classrooms by teachers, psychologists, and social workers, in matters of protection of minors, fundamental rights, and neglect, appear to be of major importance for her prevention of her childhood neglect. The children, through the experiential actions and the visualized material, will be in a position to teach them their rights and to be able to recognize if the conditions in which they grow up fall at cases of possible neglect. In addition, minors will be able to cultivate their empathy with their turn to help close the vicious cycle of neglect. Furthermore, the creation of courses in Secondary Education, to educate the students to be future parents, in matters of education, care, and the creation of healthy relationships with the children.

In The present study, he wanted to demonstrate the problems cooperation of social workers and psychologists, specialties which work collaboratively both in the frame of her E.D.Y. as much as and in the K.D.A.S.Y. The difficulties in collaboration, of these of two specialties usually are located in the ambiguity of laws and to non- clear determination of limits of two of these professions. The problems collaboration can have a serious impact on both the families and the children themselves who are located under her umbrella her neglect. The Contact and the inseparable cooperation of social workers and psychologists often constitute the only way out for a minor, who is neglected. The exchange of views and the joining of two of these majors can constitute the trigger for changes in educational, social, and political context, having as its focus the human being, the family, and the child. When social opportunities are provided to functionaries and psychologists to participate in interprofessional education, that is when "two or more professions learn from each other to improve the cooperation there" they develop a sensation of common understanding, efficient communication, and positive one's labor relationships (Freeth et al., as cited in McKee & Dillenburger, 2009).

Schools across the country are increasingly using the know-how of multiple branches to improve the mental health of students and to face the obstacles to learning, through the provision of a range of services to schools. At first, with the presence of school psychologists and school social worker operators, in more and more schools in Greece, they managed to break the stereotypes that existed and to get closer to the children and their families, whom they were looking for support and her counseling, losing weight Nevertheless to respond in the economic cost of external appointment. The presence of professionals at schools contributes to the detection and support of learning difficulties, disorders, incidents of neglect, and abuse of minors. In addition, professionals contribute to primary prevention, through universal means interventions aimed at actions and experiences for neglect, school bullying, abuse, abuse substances, etc. in early intervention with counseling in students whose behavior indicates that are located in danger and of families and in cooperation with social carriers and with them judicial authorities, with the target always the protection of a child and her support her family.

According to Carl R. Rogers, a person is a fluid process, not one stable and static entity. One flow river change, no one block solid of hardware, an ever-changing constellation of capabilities, not a fixed quantity characteristic. The collaboration, therefore, of the social worker and the psychologist must have as its ultimate goal the analysis of each student's personality and parent and be ready for these two specialties to face the different changes that will occur. Their movements must be coordinated, to achieve the goals of her intervention. By creating the two specialties an alliance within the school, they will be able to create stronger bonds with their students and their parents, exercise pressures in the educational community, demand more support services for students, raise awareness, and educate the school community about issues of neglect, abuse and special education.

School social workers and psychologists are trained to look beyond the limits of her class and school to detect issues such as family dysfunction, poverty, poor nutrition, homelessness, neglect, and abuse which can affect her performance of the student in school. The school social workers and psychologists can help a student and his family, to secure additional social services through local and state agencies and aid programs.

Conclusions and Discussion

This research focuses on highlighting the most neglected form of abuse as one theme of utmost importance at the humanitarian, social, and political levels. Furthermore, it can constitute the trigger for further investigation of the issue of her neglect of a minor, at the Greek and global research level, as well as the investigations above in the specific object are minimal and incomplete.

Dr. Brandt F. Steele was the pioneer in research to understand child abuse and neglect. Ruth Kempe reported: "They were excellent fortunate for the field that Steele was the psychiatrist who began to see the parents and to evaluate families. Steele was able to see them not as traditional psychiatrists' patients, but simply as distressed people who often, because of their own childhood story, had a particularly difficult problem with raising children. He knew these parents weren't bad and that they loved their children, they just didn't know how to love good" (Krugman, 2005). The knowledge, well of how to operate and interact with the decisive factors of her childhood neglect, is an important first step towards developing interventions on the part of professional social workers and psychologists, to improve the lives of affected children and families.

However, more research is needed to better understand these of factors danger and for him detection others. A clearer understanding of factors of danger will lead to prevention and treatment, as I will be allowed to the professionals, to interfere in families' high danger. Better knowledge means that social workers and psychologists could organize actions to raise awareness and inform students and their families, about child neglect and children's rights. Also, parenting classes are an effective intervention strategy, which will aim to reduce the anxiety of parents and their chance of neglect. The lessons of parentage care can be part of corrective actions for parents who are judged careless or abusive.

The cooperation of professionals with their parents for detection and access to resources in the community can help prevent stress and at the same time slow down or "silencing" neglect. The families can meet their own basic needs for food, clothing, and shelter and where they know how to have access to basic services, such as childish Concern, health care and mental health services for specialist treatment needs her family, it looks to be in a position to ensure security and prosperity of their children.

The support of parents, and carers and the protection of children for the adopting behaviors that ensure adequate care and supervision at all times moment it becomes "everyone's business". Researchers are required to identify the factors of danger that are related to her neglect of minors, the accidents, and their injuries, as well as social groups/families at risk with an ultimate goal and purpose, the dissemination and consolidation of information among social professionals functionaries and psychologists and policymakers so that programs can be designed and policies implemented that implement new research knowledge. The investigation of factors dangerous in multicultural Hellas will constitute one important tool for social operators and psychologists.

According to the present study and the international literature, the intervention of child protection principles, to consider parental behavior as abusive or neglected does not occur on an arbitrary basis, but is based on legal definitions. Each state, or state, has legislation to describe the point at which it can there is social interference and a child is considered to need protection (Scott et al., 2012). In Greece, the

legislation must be clear and set an age limit under which no child may be left unattended. In addition to exists a clear legal framework for the definition of neglect, as well as stricter penalties for parents or carers who neglect or abuse children. The Greek legal frame has many blanks, the who they leave exposed the victims who are neglected or abused. The perpetrators are most often released with restrictive conditions or for monetary remuneration, which continues the vicious cycle her neglect and abuse of a minor.

Another important consideration of whether or not a case of negligence reaches the threshold of her intervention is the chronicity of problem the and the clear standards of behavior that put a child at risk. A parent may not see him in danger in a situation or may not be able to supervise a minor for frequent times periods. The conditions must be clear from their professionals if this role model behavior exposes often the child to danger serious damage and neglect.

The tertiary interventions they rely on at institutionalized units of childhood protection in each state, with a target to interfere in cases where it exists suspicion important the eventual damage and to focus on documentation of her neglect and Continuity in appropriate intervention and treatment. Early recognition of danger and early intervention can reduce the danger of future abuse.

Furthermore, the subsidies for childhood care in families that are having a hard time financially to respond at care one minor and possibly be characterized as neglected will constitute one rock for the prevention of neglect, due to economic difficulty. THE economic provision of the state, I will create in cooperation with groups of social operators and psychologists, who will exclusively deal with cases of neglect of minors. The cases of families and children who need support and guidance are too many in contrast to professional social workers and psychologists, who manage hundreds of cases and many times feel "on wood hanging".

An action instituted by the Greek government is for school bullying, according to the new Law 5029 (A' 1-3-23), "We Live Harmoniously Together - We Break the Silence": Regulations to Prevent and Deal with Violence and Intimidation in Schools. The bill was passed, but it is not sufficient to prevent school bullying. This is because the neglect of a minor has many perspectives, and one among them, the one that is inextricably linked to school bullying is delinquent behavior and aggressiveness, where the minors, have experienced neglect or any other form of abuse. To be able to eliminate a phenomenon, we, do not arrive only at the superficial actions but must aim at the root of the problem. In the case of school bullying, the root causes stem from the family context and mainly from the experiences and the psyche of the minor. In combination with the existing bill, I will draft one proportional child neglect bill, designating groups of social workers and psychologists permanently in Primary and Secondary Education schools, with a target her detecting, dealing with, counseling, and intervening incidents of neglected minors and families there. THE creation position in charge of protecting minors, responsible care, and control at schools for neglect and abuse, which will aim to detect incidents and parent education.

For professionals in E.D.Y. and in KE.D.A.S.Y., working with families, where neglect constitutes a problem will mean long-term participation in a time where the practice of her social work and her psychology governed by all and more than short-term checks and the need to undertake immediate work with children and families. In these interventions, consistency and cooperation with them must to defined in a Stable frame and not in "alternating seats deputies". The creation of permanent positions for social operators and psychologists is imposed for the conclusion therapeutic and consulting relationship of a child and family.

This, in turn, requires operators to consider the requirements that they will pose to individual professionals in the cases of negligence, regarding the time commitment, the skills involved, and the supervision required. You should the government to ensure caseloads reflect staffing in structures

protection of minors, in Pronoia, in E.D.Y., and the KE.D.A.S.Y., and to secure her validity and their reasons for the long-term work in each case of neglect, as well as the period involved in each intervention. The services face large problems with her recruitment and the maintenance it staffs and strive to ensure that they can adequately fulfill their duties. In such a stressful climate, where caseloads are escalating, the employees without the will their stay "audience" and they break into one role monitoring cases of neglect, up until a condition worsens to the point where more active intervention is inevitable.

In addition, government agencies should facilitate their efforts as social operators and psychologists for effective therapeutic and advisory development. It should also be ensured, that the professionals are supported with supervision, which can to use to encourage workers to make links between their experience and the available base knowledge and develop research-based practice rather than conventional answers in neglectful families. In addition, be trained in its detection tools neglect. The psychologists and the sociable operatives must feel empowered to use the extended knowledge they have about the child.

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