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Resocialization and therapeutic interactions in the education of children and youth

Resocjalizacyjne i terapeutyczne oddziaływania w procesie edukacji dzieci i młodzieży

Abstract

This article highlights the importance of a resocialization and therapeutic approach as one of the components of educational activities aimed at children and adolescents, ensuring their holistic or comprehensive development. The authors also emphasize that modern schools must provide not only an environment for learning knowledge but also support social, emotional, and moral development. Resocialization involves the continuous development of social skills, appropriate attitudes and values, as well as social norms and competencies, while therapy aims to provide extended support in addressing mental health, emotional, and developmental issues. The article also highlights the collective and individual aspects of collaboration between professionals, the relationship between teacher and student, and the timing of intervention. The article addresses a cultural approach that encompasses multiple aspects of therapy, such as music therapy, art therapy, and book therapy, to support young people in self-expression. The authors emphasize that a holistic approach to education is a fundamental requirement.

Keywords: resocialization, development, education, therapy, youth

Streszczenie

W artykule podkreślono znaczenie podejścia resocjalizacyjnego i terapeutycznego jako jednego z elementów działań edukacyjnych skierowanych do dzieci i młodzieży w celu ich całościowego lub wszechstronnego rozwoju. Autorzy podkreślają również, że nowoczesna szkoła musi zapewniać nie tylko środowisko do nauki, wiedzy, ale również wspierać rozwój społeczny, emocjonalny i moralny. Resocjalizacja to ciągły rozwój umiejętności społecznych, odpowiednich postaw i wartości, a także

norm i kompetencji społecznych, podczas gdy terapia ma na celu rozszerzenie pomocy w rozwiązywaniu problemów zdrowia psychicznego oraz kwestii emocjonalnych i rozwojowych. W artykule podkreślono też zbiorowy i indywidualny aspekt współpracy specjalistów, relację między nauczycielem a uczniem oraz czas interwencji. Artykuł odnosi się do podejścia kulturowego, które obejmuje wiele aspektów terapii, takich jak muzykoterapia, arteterapia i terapia książkowa, w celu wspierania młodych ludzi w wyrażaniu siebie. Autorzy podkreślili, że holistyczne podejście do edukacji jest podstawowym wymogiem.

Słowa kluczowe: resocjalizacja, rozwój, edukacja, terapia, młodzież

Introduction

In today's modern society, the challenges facing the education system continue to grow, as does its responsibility to ensure students' healthy development from childhood to young adulthood. Culture is changing rapidly; technology, along with social interactions, and how families look different from previous generations. The way educational environments function has a significant impact on how our upcoming generations of students develop their views on life. The school system (along with families) is still considered two of the largest factors influencing how students learn in their educational environment, and how they learn encompasses much more than just knowledge but also encompasses social, emotional, and moral skills. Therefore, both academic development (knowledge) and non-academic development (social, emotional, or behavioural aspects) should be paramount to ensuring that activities promote students' overall development and prevent these academic/emotional/social difficulties through appropriate support systems. In education, I encounter many cases in which a child/adolescent experiences some degree of difficulty adapting to change, struggles with social interaction, or is socially delinquent. These problems can stem from a variety of causes, such as poor family upbringing, emotional disturbances, traumatic memories, peer influence, or academic difficulties. Actions taken in such cases should not only prevent problems from escalating but also support the youth's normal development and assimilation into society. Therefore, resocialization and therapeutic interventions are a crucial element of this process. Resocialization and therapy are key aspects of modern pedagogy and education, particularly for children and adolescents at risk of social maladjustment or experiencing difficulties with emotional and/or social functioning. These interactions aim to correct inappropriate behaviour, support character development, build self-image, and develop the interpersonal skills necessary for interacting with others in a functional society. Resocialization in the educational sphere is applied to individuals who, to varying degrees, demonstrate an inability to conform to established social norms. This process aims to help the individual relearn values, behaviours, and social rules, as well as develop their capacity to participate in society in a responsible and productive manner. For children and

adolescents, resocialization requires that interventions be supportive and developmental, not controlling or punitive. The development of positive social relationships and coping skills is paramount. Finally, the use of therapeutic processes to support young people's emotional and psychological growth and development is a critical aspect of pedagogy. Therapy in educational settings can take various forms, including individual psychological therapy, educational therapy, group therapy, and occupational therapy.

The main goal of these methods is to help students identify and overcome developmental challenges, build psychological resources, and develop skills to cope with emotions and problems. Over the past few years, the importance of culture in its broadest sense has been increasingly recognized in therapeutic and rehabilitation work. In addition to the therapies mentioned above, all forms of artistic and creative activity (culture), such as art, literature, music, and theatre, offer invaluable resources in educational and therapeutic processes. Culture provides an opportunity for individuals to express their feelings, create something new, develop a sense of self-determination, and build relationships with others. Therefore, it can be used to support the effective development of a young person's personality and overcome social and emotional developmental challenges. Incorporating cultural practices into mental health and rehabilitation programs allows for a more comprehensive approach to children and/or adolescents. Creative activities help develop artistic skills and also allow for reflection on life experiences, emotions, and relationships with others, which is an important complement to traditional education and/or therapy. Implementing rehabilitation and therapy in schools requires the collaboration of many specialists, including teachers, educational specialists, psychologists, and others involved in raising and supporting children's development. An effective way to support these young people in overcoming obstacles and helping them develop positively is to examine all areas of their lives and help them do the same for harmony. In this context, methods must be developed to effectively combine education, therapy, and resocialization, as this will help meet the multifaceted needs of today's students.

Theoretical foundations of resocialization

Resocialization is an important topic in pedagogical, sociological, and psychological thought concerning children and adolescents struggling with social adaptation. The current conceptualization of this issue is based on the results of numerous studies and experience in educational practice, which indicate the need to provide individuals who are being helped to return to more socially acceptable ways of functioning with a multidisciplinary approach to achieve effectiveness in this regard. Resocialization is a state of correcting behaviour that is inconsistent

with social norms, but it is also a developmental process that allows individuals to reconnect with society and build relationships with others within it. The concept of resocialization is primarily defined in educational literature as a process in which an individual is readjusted to life in society by developing attitudes, values, and social skills that allow the individual to function in accordance with the dominant norms of that society. Marek Konopczyński points out that the process of resocialization encompasses not only corrective action against unacceptable behaviour but also constitutes a process of individual development, including their creative potential, enabling them to participate constructively in society.[1] Thus, the concept of resocialization encompasses not only the elimination of negative behaviours but also the development of positive personality traits and social skills. The author emphasized that the effectiveness of resocialization efforts depends on the types of educational strategies and the level of interaction between educator and student, as well as the social framework within which behavioural transformation occurs.

In psychology, resocialization is often understood as the development of new types of behaviours and emotional responses in an individual. Social learning mechanisms have been emphasized in psychology because they significantly influence how individuals develop their attitudes and behaviours. According to Albert Bandura, when children learn from others, they not only imitate others, but the way children are exposed to different types of environments, parents/caregivers, teachers, therapists, and any other authority figures or models of behavior influences their ability to learn socially.[2] A significant aspect of this learning occurs through relationships with adults who can serve as positive role models. This is why the child's social environment and social context are so important. Recently, many resocialization programs and approaches have become much more humanistic and developmental; in addition to resocializing (rehabilitating) youth, many programs have also added a developmental component. The process of resocialization is characterized not only by eliminating negative behaviours but also by providing young people with opportunities to become active, expressive, and develop their self-esteem. According to Konopczyński, effective resocialization will only occur when resocialization professionals support young people in strengthening their positive resources and work on building higher self-esteem. This approach allows for a full understanding of the social and personality changes that occur in individuals undergoing resocialization. Resocialization of children and adolescents is the most critical developmental process, as their developmental stage is characterized by high susceptibility to environmental influences and a very lateral development of social and moral identity. Young people are characterized by a high level of psychological and social development, and appropriate educational activities yield significant results for their future functioning in society. Therefore, resocialization

[1] M. Konopczyński, *Pedagogika resocjalizacyjna*, Warszawa 2014, p. 2.

[2] A. Bandura, *Teoria uczenia się społecznego*, Englewood Hills 1977, p. 22.

activities for children and adolescents should be focused primarily on supporting their emotional, social, and moral development and developing competencies in solving everyday problems. Defining the goals and objectives of resocialization is its most important aspect. According to pedagogical literature, one of the primary goals of rehabilitation programs is to shape social attitudes that allow individuals to behave in accordance with accepted social norms. The fundamental principles of these attitudes include developing responsibility for one's behaviour, respect for others, and a willingness to cooperate and participate in the community. The rehabilitation process must change an individual's attitude to enable them to act in accordance with the norms and morality of society.[3]

Rehabilitation must also focus on building emotional competencies. Emotional competencies are the skills and awareness necessary to identify, understand, and manage emotions. Often, problematic behaviours in children and adolescents stem from difficulties expressing and managing emotions, such as feelings of frustration, anger, or rejection. Therefore, a crucial aspect of resocialization is providing activities in which individuals can develop their emotional intelligence and learn to resolve conflicts appropriately and constructively. Daniel Goleman noted that the development of emotional competencies profoundly influences how we behave toward others and the choices we make about how we respond to those around us.[4] Another important aspect of resocialization is the internalization of social rules, norms, standards, ethics, etc. As individuals undergo resocialization, they gradually accept social norms as their own standards of belief and behaviour and incorporate them into their daily lives. The process of internalizing norms takes time; education and positive experiences are necessary to confirm the importance of following rules for the good of society. As Travis Hirschi's social control theory suggests, strong connections with other people in society and similar values significantly reduce the chances that a person will engage in deviant behaviour.[5]

In addition to the goal of rehabilitation interventions, which is to prevent future deviant behaviour and reduce risk factors that contribute to deviant behaviour, the available literature suggests that effective rehabilitation involves a combination of remedial and preventative measures to help identify developmental difficulties early in life and implement appropriate remedial measures to address these developmental challenges. When working with minors (children or adolescents), preventive measures in the rehabilitation process are particularly valuable because they provide a means of preventing the continuation of negative behavioural patterns. The educational environment and the social interactions within it between students and professional adults play a crucial role in rehabilitation. The school environment provides children and adolescents with opportunities to develop social

[3] M. Konopczyński, *Pedagogika resocjalizacyjna*, p. 63.
[4] D. Goleman, *Inteligencja emocjonalna*, Poznań 1997, p. 78.
[5] T. Hirschi, *Causes of delinquency*, Berkeley 1969, p. 16.

skills, form peer relationships, and shape attitudes and values. Therefore, schools have enormous potential to support both rehabilitation efforts and the prevention of social maladjustment. Effective implementation of school rehabilitation strategies involves a variety of specialists, including teachers and related educational specialists, as well as psychologists and social workers, who collaborate to identify student needs and develop comprehensive support strategies with an interdisciplinary approach. John Hattie's research demonstrates that the relationship between student and teacher influences the effectiveness of the educational process, as well as the student's social development. In rehabilitation, the educational relationship between the teacher/rehabilitation specialist and the student/rehabilitation specialist is paramount to the success of the educational process. Mutual respect, trust, and a genuine interest in the needs and problems of the student/rehabilitation specialist form the foundation of the educational relationship.[6]

Childhood experiences motivate students to create changes in their lives by developing a sense of security through positive relationships with adults. Janusz Korczak describes pedagogical work based on respect for children through their individuality.[7] Resocialization is a complex process that encompasses education and social services to help individuals regain their ability to participate in society. From an educational perspective, the process of a child's education encompasses the shaping of social attitudes, the development of emotional competencies, and the internalization of social norms and values. The educational environment plays an important role in achieving these goals, providing effective means to support the developmental needs of at-risk children and adolescents through well-designed educational and therapeutic interventions.

The concept of therapy in working with children and adolescents

Modern teaching methods and the study of child development are creating a growing demand for therapies that can help children and adolescents. Due to the complex psychological and social challenges young people face, teachers will be using more therapeutic methods to help them. Therapy in schools is more than just helping them solve problems; it helps students develop psychologically and socially. A key concept in educational research indicates that effective intervention for children must be holistic to achieve the best academic outcomes. This means that both the emotional and social needs of children must be considered alongside their family life and academic experiences. Therapeia, meaning care, treatment, or assistance to someone in need, is the root of the Greek term therapy. Today, the

[6] J. Hattie, *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*, London 2009, p. 119.

[7] J. Korczak, *Jak kochać dziecko,* Warszawa 2012, p. 94.

word is widely used in science, including medicine, psychology, and pedagogy, where it describes various interventions designed to reduce or eliminate all forms of developmental disorders and individual impairments. The word "therapy," as used in the educational field, describes a structured process in which interventions are used to improve a child's or adolescent's mental, emotional, and social functioning. The goal of this type of intervention is also to improve the individual's level of functioning in various aspects of their life. Literature studies indicate that therapeutic interventions involve identifying an individual's developmental challenges and providing strategies to reduce the negative effects of these developmental challenges, as well as supporting the individual's normal development.

Another way in which therapy in pedagogy can be understood is by providing students with appropriate teaching methods and psychological communication to support the development of a child's mental and emotional well-being. Traditional teaching typically provides children with knowledge and thinking or reasoning skills. However, therapy aims to improve a child's ability to function at home, at school, and in the social environment by identifying and correcting difficulties that hinder this functioning. In this way, therapy can be considered a unique type of psychological and educational support because it takes into account the individual needs and developmental level of each child. Generally, according to the literature, therapeutic interventions aim to alleviate a child's current difficulties, increase their developmental competencies, and help the child build self-esteem or individual strengths.[8] An integral part of reflecting on the purpose of therapy in working with children and adolescents is clarifying the primary goal of therapy in relation to the educational process. One of the primary goals of therapeutic interventions is to help children develop their emotions. Contemporary psychological research shows that recognizing and managing emotional states can significantly contribute to social well-being and success in school. Goleman argues that by developing emotional skills, one can develop effective coping skills with stress, conflict, and life's difficulties.[9] Therefore, the primary goal of many schools is to help students develop emotional coping skills, create a sense of security, and develop social skills. Another primary goal of therapy is to help children adapt and/or adjust to what is required of them in the academic environment. Learning becomes problematic for many students due to cognitive impairments and/or emotional and social challenges. Educational therapy is an important method of supporting students in their education by identifying the causes of these problems and ways to address them. Pedagogical therapy encompasses various approaches to working with students, such as developing cognitive skills (i.e., memory, concentration, and perception), as well as increasing motivation to learn and building positive relationships with

[8] E.M. Skorek, *Terapia pedagogiczna. Zaburzenia rozwoju psychoruchowego dzieci*, Kraków 2005, p. 42.

[9] D. Goleman, *Inteligencja emocjonalna*, p. 61.

the school.[10] In this sense, therapy is an important complement to the teaching process, as it allows for more individualized instruction based on the student's needs.

In rehabilitation pedagogy, therapy and resocialization are interrelated yet distinct concepts. Both share similar goals: individual growth and development and overcoming social challenges. However, the nature and activities that inform these processes differ. In rehabilitation, the emphasis is primarily on changing individual behaviours and attitudes so that they can function in accordance with social norms and standards. Therapy, on the other hand, focuses primarily on helping individuals develop their emotions and mental health, as well as addressing/reducing challenges experienced due to developmental disorders or traumatic experiences. Although these two concepts typically overlap and complement each other in practice, without addressing the emotional needs and life experiences of clients, rehabilitation practices will not be able to serve them effectively. Different therapeutic approaches are used with children and adolescents, as they differ in both the mechanisms of intervention and the scope of activities. Psychological therapy is arguably one of the primary types of support provided to children in coping with anxiety, depression, emotional problems, and difficulties in social relationships. Psychotherapy for children and adolescents involves regular meetings between the young person and a therapist, during which the young person can express their feelings and reflect on what has happened to them, as well as discover a better way to cope with life's challenges. Contemporary psychotherapy includes many forms of psychotherapeutic approaches depending on the child's age and stage of development, for example, cognitive behavioral therapy, systemic psychotherapy, and humanistic psychotherapy.[11]

Additionally, another important approach aimed at supporting child development in the educational environment is educational therapy, which is also classified under special education. The program's primary goal is to support students with learning disabilities and emotional problems that impair their ability to function in school. Educational therapy primarily involves identifying the causes of learning difficulties and developing appropriate methods to develop cognitive abilities or compensate for developmental deficits. Unlike traditional classroom teaching, educational therapy focuses on the reasons why students experience learning difficulties rather than simply supplementing their knowledge. The individualized nature of this form of therapy allows the therapist and student to utilize a variety of instructional approaches that best suit the student's individual needs and learning style.[12] Group therapy, conducted through therapeutic sessions with small groups of children or adolescents exhibiting similar developmental challenges, is also crucial

[10] *Pedagogika specjalna*, ed. W. Dykcik, Poznań 2010, p. 207.

[11] *Terapia dzieci i młodzieży. Procedury poznawczo-behawioralne*, ed. P.C. Kendall, Kraków 2010, p. 23.

[12] B. Kaja, *Zarys terapii dziecka*, Bydgoszcz 2001, p. 54.

to the therapeutic process. Group therapy helps students develop social skills and resolve conflicts with others in a positive and healthy way. Group therapy gives participants a sense of belonging while also helping to build a social support system. John E. Lochman's research has shown that involvement in group activities can significantly improve adolescents' emotional well-being and reduce aggressive and conflictual behaviours. Occupational therapy is often used in therapeutic work with children and adolescents and involves the use of practical and creative activities to facilitate individual emotional and social development. A wide range of activities, such as art and crafts, drama, and physical activity, can be classified as therapeutic activities. Occupational therapy aims to develop creative skills in adolescents while promoting a sense of empowerment and developing a positive self-image. Engaging in creative activities increases self-expression and releases mental tension. This is crucial when dealing with adolescents experiencing emotional difficulties. The role of therapy in a child's educational process is evident when emotional development is supported.[13] Today's schools are, more than ever, places where students receive help with their academic, emotional, and social challenges. Identifying developmental challenges early allows the therapist to provide appropriate therapy for maximum benefit. This early intervention will allow the individual's social and emotional development to continue, while addressing issues that may lead to further developmental challenges and alleviating any further emotional challenges.

School-based therapeutic intervention also helps alleviate academic difficulties and problematic behaviours that can arise in the educational environment. The academic challenges many students face are often related to negative experiences or stress. Through therapy, young people will better understand their emotions, and thus be able to identify and respond to conflicts or situations more positively. Building self-esteem is another key element of therapy for youth in educational settings. Children and adolescents experiencing social or academic problems will have low self-esteem, which can lead to greater social or academic difficulties. Developing self-efficacy and gradually building a positive self-image are two of the outcomes of all therapeutic programs. Because students at risk of social maladjustment are more likely to engage in unhealthy behaviours, developing their self-esteem will have a significant protective effect. Therefore, therapy is a key resource for modern interventions and education for children and adolescents. Through therapy, emotional and developmental difficulties can be reduced and a young person's potential can be unleashed. Furthermore, therapy strengthens a young person's social skills, helping them become active and productive members of society. Integrating therapy into our educational practices and systems creates a school environment that empowers students and nurtures their social and emotional development.

[13] J.E. Lochman, K.C. Wells, *Program Coping Power*, Oxford 2002, p. 108.

Cultural methods in the therapy and resocialization of children and youth

Contemporary pedagogy, along with the fields of psychology and resocialization pedagogy, is becoming increasingly aware that culture, considered as a whole, can play a crucial role in supporting children's development. Increasingly, educators, therapists, and those involved in resocialization activities are utilizing artistic expression and creativity as part of their work with children and youth. Cultural methods help young people develop their creative abilities individually while providing them with opportunities to interact with others, which is particularly valuable for those experiencing emotional, educational, or social difficulties. Literature on creative endeavours in pedagogy serves to further support individual development, both in creative expression and in developing social competencies and personal development. Cultural methods of therapy and resocialization encompass educational or therapeutic activities that utilize a variety of creative or artistic means of expression – such as visual arts, writing, music, theatre, or film. These activities create a space for young people to communicate their feelings and needs through symbolic representations of their reality. Culturally informed methods, unlike traditional methods of interaction, allow the therapist to engage with the student through a more relaxed and indirect medium, creating a sense of transparency and comfort between the student and the therapist in the therapeutic relationship.

As Shaun McNiff says, "Creative artistic expression is a natural means by which individuals communicate with the world around them and an important means of self-discovery in developing their ability to understand and express their emotions and experiences."[14] Art therapy, or healing through art, is currently one of the most widely used cultural methods in counselling and rehabilitation practice. The practice of art therapy encompasses many forms of artistic and visual representation (e.g., drawing, painting, sculpting, collage making). The idea behind this process is that creativity helps people express their feelings and experiences that may be difficult to express in words. Much emphasis is placed on the fact that engaging in artistic activities helps reduce emotional distress, helps create a sense of agency and creativity, and helps create a sense of capacity.[15] For children and adolescents, art therapy is an effective therapeutic approach for young people who struggle to verbalize their experiences or have emotional disturbances. Culture has also been used as an important therapeutic tool in bibliotherapy, which combines literary and educational approaches to both therapy and education. Bibliotherapy is based on the premise that access to high-quality literature can inspire individuals to reflect on their own experiences and provide solutions to their emotional and/or social struggles. By providing young people with appropriately selected literary works to

[14] S. McNiff, *Art heals: How creativity cures the soul*, Berkeley 2004, p. 35.
[15] C.A. Malchiodi, *Handbook of art therapy*, New York 2012, p. 41.

read, they can find common ground with the characters in the stories and approach their situations from a safe, symbolic perspective. Evidence suggests that using bibliotherapy can help develop empathy, establish moral standards, and strengthen the capacity for self-reflection.[16]

A teacher can use a bibliotherapeutic approach in individual or group work with children or adolescents. Another teletherapeutic approach to working with children or adolescents is music therapy. The value of music in the therapeutic environment has a long history of being a widely recognized tool for emotional expression and its ability to influence mental well-being. The goal of music therapy is to help individuals develop emotionally, reduce stress, and improve social functioning. The practice of music therapy in therapy can be expressed in many ways, including listening to music, improvising music, singing, and playing an instrument. Kenneth E. Bruscia explains that music provides a distinctive form of communication for expressing feelings and building relationships.[17] Music therapy is often used in therapeutic interactions with young people as a way to calm emotional pressures and develop creativity and identity. Dramatherapy (which uses theatre and drama elements in group work) also plays a significant role in therapeutic interactions. This approach uses improvisation, role-playing, and dramatic scene development to help participants explore different aspects of their personalities and social connections. Through drama therapy, adolescents have the opportunity to try new behaviours and reflect on conflicts while maintaining safety. Research shows that when children participate in drama activities, they improve their ability to cooperate with others, empathize, and communicate with each other.[18]

Along with rehabilitation, drama therapy offers people the opportunity to emotionally and creatively grapple with their experiences. Recently, film therapy has also become popular, using films to help individuals reflect on their own lives and experiences. After watching a film, discussions about its content can spark conversations about their own feelings, values, and relationships with others. Young people often use film characters as role models for developing their own identity. Research suggests that film therapy helps develop critical thinking skills, analyze one's own experiences, and reflect on one's own moral standards.[19] Cultural methods used in therapy and rehabilitation serve many functions in the development of children and adolescents. One of these is expressiveness, which allows children to express emotions and experiences through creative and symbolic means. This helps children not only understand their own experiences but also learn to cope with difficult feelings. The expressive function is not only important, but there are

[16] R.J. Rubin, *Using bibliotherapy: A guide to theory and practice*, Phoenix 1978, p. 59.

[17] K.E. Bruscia, *Defining music therapy*, Barcelona 1998, p. 23.

[18] R.J. Landy, *Drama therapy: Concepts and practices*, Springfield 1994, p. 67.

[19] D. Wedding, R.M. Niemiec, *Movies and mental illness: Using films to understand psychopathology*, Cambridge 2014, p. 37.

other functions related to it as well. The second function of cultural methods found in the literature is therapeutic, namely, reducing emotional tension (i.e., reducing stress) and increasing the psychological well-being of those who participate in or use these cultural methods. Cultural therapy often creates social relationships and promotes the development of social competences, as it is creative work that children typically must perform in collaboration with peers. Finally, the educational aspect of cultural methods has also been identified in pedagogical literature. Through contact with works of art and participation in creative activities, young people have the opportunity to learn about cultural values and develop aesthetic sensitivity. This process promotes the formation of social attitudes based on empathy, responsibility, and respect for others. As Elliot W. Eisner notes, artistic education plays an important role in an individual's cognitive and emotional development because it enables the development of interpretive skills and sensitivity to various forms of cultural expression.[20]

Culturally informed approaches to therapy and rehabilitation have two dimensions. First, they are global in nature, and as such, creativity is accessible to individuals of all ages and developmental stages. This makes them an effective tool for working with high-risk adolescents and children. Culturally informed approaches to therapy and rehabilitation are flexible enough for practitioners to adapt them to individual needs as well as the environment. Culturally informed approaches to therapy and rehabilitation play an important role in interventions with children and adolescents today. Providing a space that fosters their social, emotional, and creative development will allow them to receive the support they need. There are many options available when using art as a methodology. In addition to supporting identity formation, creative self-expression allows individuals to develop interpersonal competencies and helps build self-confidence. Integrating culturally informed approaches to therapy in an educational context also provides teachers with the opportunity to develop a comprehensive relationship with their students, encompassing not only their academic needs but also their emotional and social needs.

The importance of resocialization and therapeutic interventions in education

The school system currently serves not only as a teaching method but also as a method for providing education and caring for students. Educational and caring functions are two of the most important aspects of the school system for a child or young person, as the school environment is one of the most important social groups with which they will interact daily. Therefore, schools provide students

[20] E.W. Eisner, *The arts and the creation of mind*, New Heaven 2002, p. 71.

with numerous opportunities to develop their social attitudes, values, beliefs, and emotional intelligence. Educational literature emphasizes the need for educational processes to encompass more than simply imparting knowledge to students, but also to support the harmonious development of their personality and prepare them for responsible participation in society. Resocialization processes and therapeutic interventions are essential in helping adolescents and young people address developmental, emotional, and social challenges. The importance of resocialization in education stems primarily from the fact that schools are a place of intensive socialization for young people. The educational environment provides the foundation for an individual's social development, where young people first learn to establish relationships with others and behave among them. The process by which individuals develop communication skills in a social context will also result in the formation of an individual's social identity. This learning process is not always smooth, as many individuals struggle to adapt to their surroundings during the transitional period when they begin to develop their communication skills. Some individuals will also develop behaviours that are not considered socially acceptable or appropriate by their peer groups, while others may struggle to conform to the social norms of their group. When individuals develop poor communication skills or exhibit behaviours that are not perceived as acceptable by their peers, various rehabilitation activities that take place in the school environment can serve to prevent further educational difficulties. Resocialization activities can also provide an opportunity to foster positive behavioural changes.

Resocialization pedagogy advocates for effective pedagogical strategies to eliminate negative behaviours while simultaneously fostering positive ones. According to Konopczyński, the concept of creative resocialization is a modern modality used in the resocialization process. This concept is used to enhance an individual's creative and social abilities, helping to develop their potential.[21] The educational environment should facilitate the development of students' social skills so that they can actively participate in the academic community. Another key goal of rehabilitation and educational therapy is to support children and adolescents' ability to express their feelings. Recent psychological research has shown that emotions are a key aspect of learning and social interaction. The ability to identify and manage one's own feelings, and to identify the feelings of others, is essential for the social and ethical development of young people. According to Goleman, the development of emotional intelligence directly influences an individual's ability to overcome challenges and the quality of their relationships.[22]

Therefore, most therapeutic interventions aim to address and develop students' emotional competencies while teaching them how to manage stress and conflict. The existence of therapeutic interventions in the educational domain helps

[21] M. Konopczyński, *Pedagogika resocjalizacyjna*, p. 93.

[22] D. Goleman, *Inteligencja emocjonalna*, p. 95.

minimize difficulties related to students' academic lives. Most often, aggression, social withdrawal, lack of motivation to learn, and so on, are the result of unmet emotional needs or experiences that are frustrating for the young person. Pedagogical-psychological therapy identifies the root of the problem and provides solutions to gradually overcome it. Kazimierz Pospiszyl believes that effective education requires knowledge of the psychological mechanisms of student behaviour and knowledge of that particular student's life experiences.[23] Therapeutic interventions play a crucial role in building students' self-esteem. Self-esteem is one of the key elements that determine whether an individual is developing well psychosocially. Low self-esteem often appears when a child or adolescent has experienced difficulties at school or interacting with peers; as a result, they may continue to experience adjustment difficulties. The literature shows that therapeutic interventions can have a positive impact on restoring individual self-perception, along with developing effective concepts of self-efficacy.[24]

Therefore, creating a school environment that provides an accepting and supportive atmosphere helps develop a sense of security and a reason to embrace educational challenges. Resocialization and therapeutic activities conducted at the school level aim to protect students from social exclusion. Contemporary societies are characterized by high rates of social and cultural change, which leads to the emergence of educational and learning opportunities, and therefore social disparities. Youth from low-income families often experience greater stress in the educational environment due to the disadvantages associated with coming from a poor family. When this occurs, resocialization and therapy can provide an excellent opportunity to support individual integration into society and prevent youth marginalization. An effective therapeutic and resocialization program in the educational system involves a multidisciplinary team of specialists collaborating in their approach to the child. The structure of current schools is shifting towards a more multidisciplinary approach, in which teachers, counsellors, psychologists, and other specialists collaborate to support student development. Due to this collaborative effort, they are able to more holistically identify the child's needs and develop more differentiated support plans to address various aspects of the child's life. According to Hattie's research, the effectiveness of the teaching process depends on the quality of the teacher-student relationship and the degree of individualized attention paid to the individual needs of students.[25]

The type of educational relationship fundamentally influences both the resocialization and therapeutic processes. The relationship between instructors and students builds effective instructional practice on a foundation of trust, empathy, and respect. Humanistic models of resocialization are often emphasized in instructional literature

[23] K. Pospiszyl, *Resocjalizacja. Teoria i praktyka pedagogiczna*, Warszawa 2008, p. 128.
[24] C.R. Rogers, *O stawaniu się osobą*, Poznań 2002, p. 45.
[25] J. Hattie, *Visible learning*…, p. 119.

working with adolescents, which leads the instructor to consider the child as the focal point of the instructional process, thus taking into account the child's personal desires and potential for personal development. It is also important to remember that therapeutic and remedial efforts in education are long-term processes. The results of these efforts are not always immediately visible, as they require considerable time to induce changes in students' attitudes and behaviors. Sustained efforts to support students' emotional and social development will be associated with significant improvements in students' functioning in the educational environment and into their future adult lives. In summary, therapeutic and rehabilitative interventions are highly beneficial to the educational experience of children and adolescents. These services support students' emotional development, provide support in overcoming academic challenges, and help students develop positive self-beliefs. Furthermore, they help foster positive social relationships among students and combat social exclusion. Adding therapeutic and rehabilitation programs to educational practices allows for the development of a school environment that nurtures learning and supports students' overall development.

Conclusions and summary

Rehabilitation and therapeutic interactions in the education of children and adolescents constitute a critical reflection within contemporary pedagogical and socio-scientific thought. Rapidly changing society, culture, and technology are reflected in the growing number of young people struggling with emotional, social, and/or educational challenges. Consequently, schools are also called upon to ensure children's overall development (including emotional and social aspects). Therefore, an analysis of the existing literature on this topic, along with the content of this article, supports the position that rehabilitation and therapeutic interventions can play a significant role in supporting students (children and adolescents) in their educational environment. Furthermore, one of the main conclusions of this study is that the resocialization process should be viewed as a stage of development, not as an opportunity to recreate institutions. Contemporary resocialization pedagogy emphasizes the development of potential and the strengthening of personal resources. Konopczyński notes that effective resocialization requires activating creative abilities and developing the ability to function constructively in society.[26] This means that educational institutions should foster appropriate environments in which social competences, responsibility, and the ability to cooperate with others are fostered. Another conclusion from this study was the importance of therapeutic interventions in working with children and youth. Providing therapy in an educational

[26] M. Konopczyński, *Pedagogika resocjalizacyjna*, p. 104.

setting plays a crucial role in supporting students' emotional and psychological development. Various forms of psychological and pedagogical support can be used to early identify developmental difficulties and implement strategies to prevent the escalation of emotional and social problems. According to psychological research, emotional competence is one of the most important factors determining how well a person will function socially and cope with the challenges of everyday life.[27]

Rehabilitation and therapeutic interventions are also important components of this discussion. Although there are some differences between the two processes in terms of what they do and their overall goal, they often overlap in their application of pedagogy. The goal of rehabilitation is to change an individual's attitudes and behaviours to help them adapt to society's expectations. Therapy, on the other hand, aims to help an individual cope with emotional challenges that may result from developmental difficulties or traumatic events. By combining these two approaches, professionals can have a more holistic impact on a young person's development and, therefore, achieve greater success with their educational strategies. The use of culturally relevant methods in therapy and rehabilitation has significant value in supporting the development of children and adolescents. Various creative activities can aid in the therapeutic or educational process, as described earlier in this series (for example, by using art as a form of communication through methods such as art, bibliotherapy, music therapy, and drama therapy). Artistic expression helps individuals communicate their feelings, encourages creativity, and helps build self-esteem through a positive self-image. Through activities that require participants to collaborate with others, young adults will be able to reflect on their past experiences and develop their social skills. Research has shown that creative activities can play a crucial role in building identity and strengthening a sense of empowerment in young people.[28]

Analyzing the role of therapeutic and rehabilitative interventions in education, we can conclude that the effectiveness of these interventions largely depends on the quality of the educational relationship between teacher and student. To develop a strong learning relationship (pedagogical interaction) between teacher and student, three elements are necessary: trust, respect, and empathy. Modern teaching philosophies encourage teachers to adopt more humanistic philosophies, thus viewing students as individuals engaged in their own learning. Rogers stated that if a teacher can create an environment of acceptance and interest, they have created excellent opportunities for student intellectual development and will increase their willingness to participate in the educational process.[29] Collaboration between various professionals who work together on the development of children and adolescents is also crucial. Schools are becoming multidisciplinary settings, as teachers collaborate

[27] D. Goleman, *Inteligencja emocjonalna*, p. 102.
[28] C.A. Malchiodi, *Handbook of art therapy*, p. 48.
[29] C.R. Rogers, *O stawaniu się*…, p. 71.

with school counsellors, psychologists, and other specialists to effectively address student challenges. This type of collaboration provides a more holistic approach to addressing educational challenges and increases the effectiveness of the support provided. Hattie's study noted that individual attention to students and the quality of interpersonal relationships between them is probably the most important determinant of overall success in the teaching/learning process.[30]

The findings from this study led us to conclude that improving the preventive aspect of rehabilitation and therapy will be crucial to providing better preventive services in the future. Early identification and addressing new emotional and social challenges in students can be crucial in preventing additional educational challenges later on. The ultimate goal of schools is to provide an environment that supports both academic and psychosocial development for young people. Beyond their primary role as educational institutions, schools become places where children can receive rehabilitation and therapeutic services to improve their mental health and well-being. Rehabilitation and therapy in the education system have been proven to improve students' overall emotional and social development and ultimately improve academic achievement by supporting young people's self-esteem. We are creating a school system that not only teaches students what they need to know academically but also provides a system that supports the overall development of all students and prepares them to become responsible citizens of the planet, based on rehabilitation and therapy available to all students at all times. It is crucial to create new methods of teaching children and young people that will combine academic, rehabilitation and resocialization interactions needed to meet the complex needs of today's students.

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[30] J. Hattie, *Visible learning*…, p. 120.

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