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“Lifelong” non-formal learning play and art: A study in a camp program for women with intellectual disabilities.

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Abstract

The paper aims to study the problem of functional language skills in two young women with intellectual disabilities with an emphasis on psychopedagogical accompaniment in a camp program. In the first part of the study, a bibliographic documentation of the problem of non-formal learning is carried out according to the sources regarding people with intellectual disabilities. Play and art are included in the introduction to the Framework of Special Education Curriculum [FSEC] (Ministry of National Education and Religions-Pedagogical Institute, 1996)). In this, the pedagogical tool (Drossinou, Korea, 2023) is studied "Targeted Individually Structured Teaching Inclusion Programs of Special Education and Training Interventions (TISIPfSET) with the systematic empirical observation, the informal pedagogical evaluation of interventions with musical-motor games through the accompaniment in the camp program. As well as with the form for recording cooperation with the parent, functional language skills are examined in the daily camp program (Christakis, 2023). In addition, teaching programs and strategies for people with special educational needs [SENs] and severe non-formal learning difficulties are studied through games with three-dimensional pedagogical material and the transformation of a simple shoebox into a camp dormitory. In conclusion, our study, regarding play and art in non-formal learning in a camp program for people with intellectual disabilities, confirmed that the "through" special education training [SET] proposal of the two young women can be supported by the volunteer teacher, who accompanying the educational camp program. Finally, with games and learning readiness activities, with non-typical learning we could understand SENs by focusing on functional language skills according to the observation methodology.

Keywords: non-formal learning, camp program, special education and training, shoebox.

1. Introduction

Initially, the current study, discusses the definition of the problem of non-formal learning in people with intellectual disabilities, as stated in the sources. Non-formal learning is an integral part of education in the context of special education services for people with disabilities of all ages, at all stages of their lives and at every educational level (United Nations, 2006). The State, therefore, as a whole must recognize disability as part of human existence, but also as a complex socio-political phenomenon and in any case prevent the degradation of the rights of people with disabilities in their participation in social life. Therefore, and in accordance with Law 3699/2008, the State is committed to ensuring that all citizens with disabilities have equal opportunities for full participation and contribution to society, independent living and economic autonomy, with full protection of their rights to education, social and professional integration (Law 3699, 2008). However, when talking about people with intellectual disabilities, we must first define mental retardation and then classify them accordingly. People with mental retardation are those who have a general difficulty, if not in all, at least in most areas of cognitive function and routine language functions. According to the definition of mental retardation by the American Association on Intellectual and Developmental Disabilities (AAIDD, 2025) as a person with mental retardation is presented as one whose intelligence index, after a weighted noometric procedure, is equal to or less than 75. In addition, he appears to present behavioral problems and lack of adaptability in areas of his life, such as self-care, living at home, social and interpersonal skills, autonomy, health, safety, functional school skills and free time. Finally, he must have been diagnosed with mental retardation before the age of eighteen. It is important that people with mental disabilities present a slower rate of development compared to that of their typically developing peers (American Psychiatric Association, 2013). More specifically, according to Christakis (2002) people with mental retardation present difficulties (a) in perception, (b) in memory and (c) in retrieving various information, knowledge and experiences (Christakis, 2011). Continuing, therefore, we will classify people with mental retardation into four types of mental disorder, as is also the case with the World Health Organization (World Health Organization, 2020). On the scale, i) are those with severe mental retardation with an intelligence of zero to 20-25. On ii) are those with severe mental retardation with an intelligence of 20-25 to 35. On iii) we speak of moderate mental retardation with an intelligence ranging between 35 to 50-55. While at the end, there are people with mild mental retardation with an intelligence of 50-55 to 69. Finally, the American Psychiatric Association adds another type, mental retardation of undetermined severity, where there are indications of mental retardation, but intelligence cannot be measured with standardized nomometric tests. Subsequently, in the introduction to the Framework Special Education Curriculum (Ministry of National Education and Religions-Pedagogical Institute, 1996), reference is made to play and art in non-formal learning. A person, that is, with an intellectual disability, can be supported with specific learning readiness activities, in a camp program, that concern the neurodevelopmental areas: (a) spoken language, (b) psychomotor skills, (c) mental abilities and (d) emotional organization, utilizing pedagogical material included in the learning readiness workbooks for the formal, non-formal and lifelong learning by play and art. These were created for the student by the Pedagogical Institute in order to assist all students with SENs and disabilities in learning (Ministry of National

Education and Religions-Pedagogical Institute, 2009). The problem is identified in our study with the undergraduate philological studies that the philologist has acquired for play and art in non-formal learning, according the anthropocentric model of SET (Drossinou, Korea, 2017, b). The courses of philology offered in the curriculum if there are integrated into mentality of humanities and cultural studies, but there are no issues listed for the gender-non-formal education of women with intellectual disabilities.

From this it follows that the accompaniment of a philologist to a camp program is a serious and difficult undertaking even if this is done with volunteer motivation. For this reason, we studied in depth the book for the special education teacher that was written at the pedagogical institute as a follow-up to the FSEC. More specifically, the skills in non-formal learning in oral speech include the development of capabilities for the adult student with intellectual disability to listen, recognize, produce and imitate sounds. Furthermore, to participate in dialogue, to say names, to name objects and activities as well as to express oneself with clarity and precision, to create main sentences, with subject-verb-object, as well as affirmative, negative or even interrogative sentences. In the area of psychomotor skills, skills in non-formal learning include all motor skills of fine and gross motor skills with the activation of small or large muscles. Furthermore, "lifelong" non-formal learning supports the women-students with intellectual disability in orientation in space using routes to and from various familiar places. As was the case in the camp program from the dormitory to the camp dining room and vice versa. Furthermore, non-formal learning includes musical-motor exercises for rhythm and time, as well as exercises for awareness of right, left and often non-orientated lateralization. Non-formal learning skills in mental abilities include the development of capabilities for the adult students with intellectual disability in visual, auditory, functional-practical memory, in concentration of attention, logical-mathematical thinking and in the production of reasoning. Skills in emotional organization, in the context of non-formal learning, include exercises to strengthen self-esteem, interest in learning and cooperation with others, which in our case concerned the chaperones and the other campers.

Play and art in the book of the teacher-accompanist of non-formal learning

The individual with intellectual disability, in lifelong and non-formal education at the camp, can be supported with learning readiness activities in the following neurodevelopmental areas:

I. Oral language: a) To listen, b) Participate successfully in the dialogue and c) Be expressed clearly and precisely.	II. Psychomotor: a) Motor skills, b) Orientation skills, c) Sense of rhythm and time and d) Consolidation of the lateralization.
III. Mental abilities: a) Visual memory, b) Auditory memory, c) Working - practical memory, d) Attention e) Logical-mathematical thinking and f) The syllogism of women with	IV. Emotional organization: a) Self-esteem, b) Interest in learning and c) Collaboration with others.

Also, according to researchers (Drossinou, Korea & Panopoulos, 2016) and their publications such as "The transition to adulthood of young people with disabilities and the mapping of declared practices to recommended practices", we negotiate inclusive play with experiential activities in daily routines. For this reason, the creation of appropriate pedagogical material, such as ecological games with shoe boxes that transform into a camp dormitory, is studied in the programs and strategies of informal teaching for people with severe intellectual disabilities and SENs. In addition, the programs study the pedagogical theories of Targeted,

Individual, Structured and Differentiated teaching, Integration and incorporation that govern the pedagogical tool TISIPfSET (Drossinou Korea., 2020). The camp program is based on the conceptual theory of complex intervention, and lifelong SET. The TISIPfSET pedagogical tool develops two major methodologies regarding intellectual disability, the observation methodology (Drossinou Korea, 2017, d) and the intervention methodology (Drossinou Korea, 2024).

2. Exploration of existing data

2.1 Definition of terms

The study explores the possibilities that play through art provides in non-formal learning in a camp program for people with intellectual disabilities. In the description of this research study, the possibility of applying "through" special education is examined (Drossinou Korea, 2020). In addition, it focuses on the possibility of supporting these individuals by the philologist/educator/accompanist in the daily educational camp program. Finally, it is noted that this research proposal, according to the TISIPfSET observation methodology, is an attempt by the philologist-accompanist to understand intellectual disability and create games with psychomotor focusing on functional language skills (Panopoulos, & Drossinou-Korea, 2019).

2.2 Necessity of the research study and brief bibliographic review of previous research

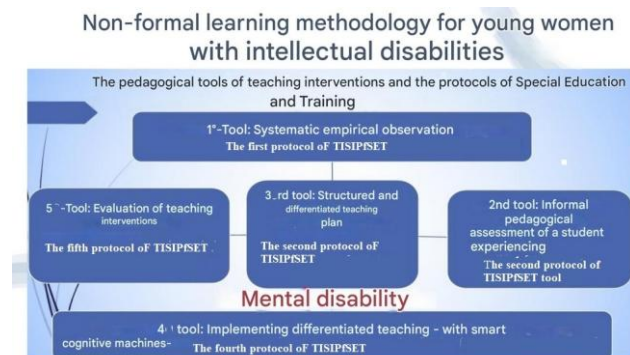
According to the literature review that has been reported, there is a research gap regarding the study of the camp program for women with intellectual disabilities (Anstotz, 2012). The gap is located in the fact that there are no research programs that study teaching strategies for people with SENs and severe learning difficulties in camps.

This work aims to study the program of functional language skills in two young women with intellectual disabilities and Down syndrome, with an emphasis on psychopedagogical accompaniment in a day camp program.

2.3 Methodology of the research process

The methodology in this research study uses the pedagogical tool TISIPfSET and its five individual phases-tools, in two specific case studies of young women, who participate in a daily camp program for the specified period of ten days. This is carried out within the framework of the scientific field of Special Education and Training (SET). The methodology of observing (Avramidis, & Kalyva, 2006) the behavior of the two adult women used protocols from the first and second parties of TISIPfSET tool is applied. With these, continuous empirical heteroobservations and their informal pedagogical evaluation are carried out by the philologist-accompanist, who tries to understand the intellectual disability. With the methodology of interventions with musical-motor games through the accompaniment of these two young women in the camp program, used protocols from the third, fourth and fifth TISIPfSET tool and the pedagogical considerations that accompany them from used (Drossinou Korea, 2017, c). The examination of functional language skills with heteroobservations (Panopoulos, & Drossinou-Korea, 2019), in the daily camp program, is recorded in certain special education and training protocols such as the recording and cooperation form with the parent. The case studies (Yin, 2002) refer to Marianna, 30 years old, and Stavroula, 32 years old, whom we have named with random names to protect their individual information. Stavroula

suffers from Down syndrome and the two receive antipsychotic pharmaceutical education.



The study of functional language skills is examined with emphasis on psychopedagogical accompaniment in a day camp program. The first protocol of TISIPfSET tool is described with the first phase and is defined by systematic empirical observation. The second protocol of TISIPfSET tool is described with the second phase and is defined by the informal pedagogical evaluations of the behavior of Marianna and Stavroula. The third protocol of TISIPfSET tool is described with the third phase and is defined by the plan of structured and differentiated daily teaching in the camp program. The fourth protocol of TISIPfSET tool is described with the fourth phase and is defined by the implementation of this plan and differentiated teaching with non-formal learning games with the individual pedagogical material that we created with the shoeboxes. Finally, the fifth protocol of TISIPfSET tool is described with the fifth phase and is defined by the evaluation of non-formal learning games in the camp program.

2.4 Data from other observations and self-observations on Marianna's behavior in non-formal learning games

Camper Marianna is a 30-year-old young woman with severe intellectual disability with a diagnosis less than 40. She lives in Athens with her 50-year-old mother, who works occasionally, while her father abandoned her as soon as she was diagnosed with intellectual disability. She has 3 other older siblings who live with their own families. The mother loves and takes care of Marianna very much, and she had an incredible love, perhaps even dependence, on her mother, asking for her every day, even if it was to talk to her for a while. Her favorite color is red, and the object she never parted with was her cell phone. She really likes listening loving songs and applying makeup using green eyeshadow and purple eyeliner. Marianna is generally calm and self-sufficient, operates with one-word commands and is obedient to the rules of the camp. Regarding food, she usually eats it all, while she could remember that she should not eat too much bread due to her diet, as she also communicated the foods she did not like with me verbally.

Also, after strong encouragement, she helped clear the table when she was finished. Regarding her personal hygiene, she is able to function on her own, she just needs supervision or reminders to wash her hands, go to the toilet or at least do them more correctly. She can participate in all activities except those related to exercise because she feels pressured and needs prompting from someone else. In the neurodevelopmental area of oral speech, she had limited orality in participating in dialogue and participated with difficulties in expressing herself clearly and accurately in front of others. She seemed to listen to verbal commands and if she did not

want to carry them out, she did not do so. She answered and understood one-word questions and commands and the main phrases she used were “yes”, “no”, “I want”, “I don’t want”. She had difficulty expressing her desires and describing what was bothering her in words and if you didn’t ask her, she wasn’t going to tell you what was bothering her. In the neurodevelopmental area of psychomotor development, it was observed that in gross motor development she walked quickly with an unsteady gait, as if her gait was trembling. In seawater, she did not swim, she simply stepped on her feet and, after the attendant’s instruction, moved her arms in and out of the water. She felt insecure when her feet did not touch the water. In fine motor skills, she could apply eye shadow, but her fingers trembled and she formed an irregular line with the pencil, which indicates undeveloped fine motor skills and muscle weakness. In spatial orientation, she had difficulty moving from the dormitory to the sea, to the dining room, to the activity area and to the playgrounds, while in rhythm orientation, she could only say a few words in her favorite songs with an idiosyncratic internalized rhythm, which was difficult for someone next to her to understand. The lateralization of the hand was right, while the legs were unoriented. In the neurodevelopmental area of mental abilities, it seems that in visual memory she remembers the flask with which she drinks water, while in auditory memory she distinguishes the flask of water from the thermos of coffee. In working memory, she remembered that coffee was hot and avoided putting it to her lips before adding cold water, so that its temperature would change and she could drink it. In concentration, she could leave all her objects on the table without having completed her activities and her concentration time did not exceed 5 minutes, even during food. She followed the functional order, according to her preferences in the clothes she wore, without following the appropriate color palette. She followed the daily activity schedule without expressing questions or objections - except for the sea - a fact that made us think about understanding its content. Her particular interest was limited to recording the time for drinking coffee within the daily schedule. She had difficulty understanding sentences longer than 2 lines and with fewer than 10 words, and seemed to choose the second option given to her. The dialogue below is indicative:

Session: “Do you want an apple or a banana?”

Camper: “banana”

Session: “So you want a banana or an apple”

Camper: “apple”.

Finally, from the neurodevelopmental area of emotional organization, it was observed that her self-esteem was not expressed through the understanding of her successes or the acceptance of her failures. She was particularly concerned about whether she was good at what she did and constantly sought confirmation whether her teacher loved her, stating the phrase “Do you love me?” She had difficulty expressing her needs and often when insisted on something she could cry. Her cooperation with others was limited and selective, while the fear of rejection by them was evident. When she did not want to do a job or activity, she expressed it with “no” or “I don’t want to”, while she did not show any particular interest in learning.

2.5 Data from other observations and self-observations on Stavroula's behavior in non-formal learning games

Camper Stavroula is a 32-year-old woman with Down syndrome who lives in Athens. Her parents appear to be divorced and a

camper. She lives with her mother, her stepfather. Her father, as is suspected, is in the spotlight and works as a garbage truck driver. Her mother appears to work two jobs, of unknown scope. Stavroula has two other sisters, one of whom lives with them and the other with her own family, as she recently had a child. Her favorite color is red, she likes to be busy with her tablet and gets very excited when listening to Trapp music. In contrast to the first case study, the family neglect, here, is evident in the external image of the camper, with the characteristic that she did not have the appropriate things with her for her oral hygiene, she brought expired and the wrong pills with her and came to the camp with a serious lice problem. It is very important that there was never any communication or the slightest will for cooperation from the mother with the session or the organization. While when it was requested that the camper's stay in the program be interrupted, for reasons of hygiene and safety of both herself and the other campers, threats and insults were unleashed by the family towards the person in charge of the session and its organization. Stavroula was friendly and very good with both the other camper and the session. She participated in various activities after encouragement, as she could and at their own pace. Regarding food, she had no problem, eating anything offered to her with pleasure, finding comfort in it, which seemed to fill a possible emotional void. In the bathroom, she correctly followed verbal instructions on how to wash herself and did not need further assistance. In the neurodevelopmental area of oral speech, it should be mentioned that because she was missing too many teeth, she had difficulty with oral hygiene and care. Her speech was incomprehensible and her oral expression unclear and imprecise. However, she actively participated in the dialogue when spoken to, as well as listening to and understanding verbal instructions and even if she did not want to, she carried them out almost immediately. She had difficulty expressing her desires and often complained loudly about physical pain with moans and did not calm down even when the doctor confirmed that she had nothing wrong. The mother had not taken care of the medication that Stavroula would receive during the camp period, a fact that became apparent on the fifth day of the camp program from the session. As soon as the medication was restored with the right pills, an immediate change in Stavroula's mood and mobility was seen. In the neurodevelopmental area of psychomotor development, it was observed that in gross motor development, she walked with a steady pace with noticeable slowness and often expressed the need to support the session in the sea water. She did not know how to swim and felt insecure when her feet were not in the water. However, after a suggestion and with the help of the session, relying on it, she moved her legs as if she were swimming. In fine motor development, she did not present any severe difficulty, as she folded her clothes and sheets quite easily, and also when she painted, her hand did not tremble at all. In spatial orientation, she did not seem to have difficulty moving from the dormitory to the sea, to the dining room, to the activity area and to the playgrounds, while in rhythm orientation, she knew several of her favorite songs by heart, if not in their entirety, at least large parts of them. The lateralization of both the hand and the foot was left. Her body type was classified as obese individuals with Down syndrome and she did not want any contact with any activity that required intense movement as she presented weak movement of the hands and upper torso.

In the neurodevelopmental area of mental abilities, the young woman had features of Down syndrome on her face. In visual memory, she distinguished her own water bottle from the water

bottles of other campers. In auditory memory, she had difficulties in recalling entire auditory sequences and repeated excerpts from songs she had heard. In working memory, difficulty was observed in waking up in the morning (as she mentioned, at home she used to wake up at 12:00 noon) and after the session she was able to perform a series of actions in specific routines, such as making the bed, which she did on her own despite the pain she claimed in her back. Her concentration of attention did not exceed 10 to 15 minutes, except when it concerned eating. Otherwise, in the remaining activities, she remained concentrated for less than 5 minutes, as was the case with painting. She carried out the daily schedule without expressing any particular objections. Her particular interest was, in an obsessive - one might say - way, limited to verifying the time of eating within the daily schedule, as well as when she would meet her friend whom she had known from the camp for a long time. She did not pay much attention to the color palette, although she knew the colors, and to the textures of the clothes she wore, preferring long leggings. The family neglect was also evident in her clothing, as she had come to the summer camp in winter clothes, which included long-sleeved blouses and velvet dresses. This fact indicates her difficulty in logically arranging objects such as the clothes she uses during the camp period. She also had difficulty distinguishing between the correct medication, which indicates major limitations in the levels of autonomy, while she had difficulty understanding the consequences, for her life safety, of incorrect medication. In the neurodevelopmental area of emotional organization, Stavroula had difficulty expressing her joy for her successes and understanding her failures, resulting in limited self-esteem. Despite her objections, when asked to perform an activity, she performs it, but without any particular interest in learning. Her cooperation with the camp was inadequate in routines that she seemed to know, such as hanging out clothes, as she preferred not to participate and to rest. She showed a need to get in touch with old friends from the camp and greeted anyone she knew. Even when she was informed by the camp that she had to leave early, she accepted it without objection. Her external appearance was unkempt, with emphasis on the oral cavity, which was missing several teeth and because of this she could not articulate intelligible speech. Her hair was unkempt and had lice, which led to the decision to remove her from the camp program, as she made daily transactions at the camp site harmful to the other campers.

3. Functional language skills according to the observation and intervention methodology with life and non-formal learning musical-motor games

Observations on functional language skills were recorded in special education and training diary protocols according to research methods (Avramidis, & Kalyva, 2006). In two case studies of Marianna and Stavroula, the language interventions were carried out with the song "You and I Together" which refers to the relationship of friendship and is found in the children's film Toy Story. Also, the functional language skills cover the sexual education (Drossinou – Korea, & Panopoulos, 2016) in individuals' women with Intellectual disabilities who have been recorded the lyrics of the following song, according to the observation methodology:

Me and you together.

When your luck is fleeting,
and you are far from your warm bed,
Then remember the golden advice.
Me and you together,
Me and you together.
Me and you together.
Me and you together.
Your suffering is mine,
and my heart beats for both of us,
Two friends with one soul,
Me and you together,
Me and you together.
You can if you want
to find smarter friends,
Let them be bigger and stronger.
You can!!!
But know my love,
no one will give you a friend...
And as the years pass and go,
and our friendship will remain eternal,
It is written that our common fate...
Me and you together!
Me and you together!
Me and you together...!

They identified the linguistic repetitions in four words "Me and you together" that mobilized dynamic functional meanings and meanings for each woman differently. The dominant functional skills in the language were the concepts "friendship", "boyfriend", "love", "heart". The functional linguistic skills highlighted the meanings from the following verses "Your sufferings are also mine" where the identity of the difficulties created by intellectual disability and the obstacles it places on female behavior is recognized, according to the emotional organization and the strengthening of self-esteem. The verse "for both of us my heart beats" signals according to psychomobility the point of the heart that concerns both women for different reasons. Finally, the verse "Two friends with one soul" highlights functional language skills according to the mental abilities and reasoning that from the number two the concept of "one soul" is created and is supported with learning readiness activities with an emphasis on non-imposed cooperation with others. After all, according to the psychodynamic approaches as the (Winnicott, 1971) has shown us for the long life play and the reality functional language skills are understood through the rules set out in the camp program and the daily routines in non-formal learning games in the dormitory, in the restaurant, at the sea and on the field (Winnicott, 1971).

The TISIPfSET pedagogical tool, using the play and art to change the using of the every day materials. So, the empty shoeboxes become an ecological and a new three-dimensional cognitive material for the using in the everyday skills and the non-typical educational ways of play and art.



4. Discussion of the results

4.1 Marianna's case study difficulty dealing with money

From the first meeting that Marianna and her mother had with the escort, the young woman's difficulty with money transactions was noted and her mother's many months of effort to help her with this was highlighted. For this reason, on the day of departure, she made sure to give the escort a wallet with 100 euros in one-euro and two-euro coins so that she could learn to pay and get the correct change. And so it happened, as with the help of the escort in Marianna's daily coffee from the camp canteen, with time and patience she learned to distinguish the coins into 50 cents, 1 euro, 2 euros etc. as well as paying for her coffee (1.5€) and getting her change (0.50€) from the seller.

4.2. Case study of Stavroula, difficulty with personal hygiene and care

In the case study of Stavroula, as a result of parental neglect, the young woman, although we fully understand the voice commands given to her and could help herself, had severe difficulty in taking care of her personal hygiene. The young camper did not know how to brush her teeth as she did not have the necessary items for this. Likewise, she did not know how to use the right shampoo for her hair or body. Surprisingly, she had the knowledge of the correct use of deodorant, but not the care of this area. This was addressed care from the attendant, who ordered a toothbrush and toothpaste for Stavroula, as well as taking care of her in general in the field of hygiene. Stavroula reacted positively to the effort to care for her and with exclamations of joy. Finally, care was also taken for her - perennial as it seemed- problem with lice, as the attendant was provided by the carrier with the appropriate hair medications and the camper seemed to be relieved.

5. Conclusions

In my self-observations about the camper Marianna, I concluded that she is very manipulative and that although she did not know

how to verbalize her desires, she victimized herself by seeking pity in order to get her own. The camper's negative elements could be described by laziness that reaches the limits of resignation, and this is because she relies on the total help of her mother. The excellent cooperation with her mother played a catalytic role, since I had no previous experience and knowledge in this field. Finally, what impressed me about her and judging from my own occupation of working time with the mobile phone, is that although she could not concentrate on anything for more than 5 minutes, she wanted to have her mobile phone with her everywhere, even if it did not work - a fact that she herself was not aware of. While, in my pedagogical reflection on camper Stavroula, her negative elements could be characterized by low self-esteem and resignation. Sometimes she bordered on laziness, as while she knew how to do household chores, at camp she seemed indifferent and mainly sought rest. She seemed to be obsessed with organizing her things, as everything was neat and in order, while she showed a particular obsession with zippers, meaning she wanted everything to be closed. In conclusion, the fact of family neglect is noteworthy, which was also pointed out by the camp doctor and confirmed by the camper's own words when she described her fall, without any care being taken for her.

5.1 Parental care and preparation for participation in the camp program and parental neglect and effects on participation in the camp program

Analyzing the family history of the two young women with disabilities, we identified a significant difference between them and their preparation for participation in the camp program. The difference observed in the two case studies was that of parental care and parental neglect. In the first case of Marianna, the mother's over-effort to care for her child is evident, a not-so-easy undertaking since she has no other help. Her mother had prepared Marianna for the camp program, both physically, since a few days before the start she submitted her to a series of general and allergic tests, and essentially with her suitcase that had everything she could need, from many changes of clothes, disposable gloves, as well as money so that she would not lack anything. The most important thing, of course, was that she had made sure to meet the chaperone at least once before the camp program in order to inform her about Marianna, but also for Marianna, herself to meet the person who would spend 10 whole days with her. In addition, she made sure to write down instructions on paper for the chaperone to have with her regarding Marianna's medication and various information, such as the fact that her cell phone is not working and she does not know about it. Before we proceed to the analysis of the second case, however, we must point out that it is often more difficult for someone to distinguish neglect from physical abuse in a person, and this is because in the first case the signs are mental and not physical, such as a bruise. If we consider how difficult it is in general for someone to talk about the abuse they are experiencing, until it is noticed by someone, so that they can be helped, let's think about how much more difficult it will be for a person with a disability. In the case of Stavroula, therefore, there is talk of intentional parental infliction of mental harm which was observed by the chaperone as physical and emotional neglect, as well as neglect regarding her education. More specifically, Stavroula arrived at the camp unattended and with obvious signs of neglect in hygiene and in her preparation for the program in which she was to participate. Regarding her hygiene, the young camper had a serious problem with lice, with her dentures, which were missing many teeth, and with physical pain from a fall that had not

been taken care of. Furthermore, the mother had not informed either the chaperone or the agency about Stavroula's new medication, resulting in her taking expired and wrong pills for the first five days of the camp. It is important to note that despite the chaperone's many efforts and insistence for a meeting before the start of the program, the mother refused. Also, Stavroula had only a few winter clothes with her on a summer camp program and did not bring a toothbrush or toothpaste, only a shampoo for her hair and a shower gel. In fact, from the camper's own words, it seemed that she did most of the housework, as a result of which she did not want to actively participate in the camp activities and sought rest. As soon as the mother was informed of Stavroula's early departure from the camp, in an effort to preserve her own health and that of the other campers, she, along with the rest of the family, launched insults and threats towards the escort and the person in charge of the camp.

Finally, the contrast between the two cases pushes us to reflect from the begging the pedagogical way for learning life skills and how each family cares for and looks after its members, let alone those with disabilities. When indeed, from the need to integrate differences in the school community pass to the culture of inclusion in the society (Drossinou Korea, 2025). The discussion was intense and, as it turned out, had serious consequences, sometimes positive and sometimes negative, on the psyche of the young women.

In conclusion, with the present research study on the topic "Play and art in non-formal education, with emphasis on the accompaniment of two young women in a camp program", we conclude that the volunteer accompanist can understand intellectual disabilities. Also, she/he can support successfully the "through" special education proposal, with the help of the TISIPfSET pedagogical tool, using the play and art to change the materials. So, the empty shoeboxes become an ecological and a new three-dimensional cognitive material for the using in the everyday skills and the non-typical educational ways of play and art.

5.2 Suggestions

According to the AAIDD's annual report which describes the mission, summarizes the activities for the year in fulfillment of that mission, summarizes the financial position, and identifies the individuals in leadership positions in the organization we pose the below suggestions. [1] The "lifelong" non-formal learning use with the psychodynamics and psychopedagogics ways through the play and art. So, the study focused in the advance of the camp program for women with intellectual disabilities according to the assurance of all human rights of people with intellectual and developmental disabilities, including equality, individual dignity, choice, and respect. [2] Also as show us the American Association on Intellectual and Developmental Disabilities (AAIDD), (2025) all of us who has work for a long time with the individuals have in our minds that the promotion "genuine accommodations to expand participation in all aspects of life for people with intellectual and developmental disabilities, opportunities for choice and self-determination, and access to quality health, education, vocational, and other human services and supports". [3] In the frame of Influence positive attitudes and public awareness to contributions of people with intellectual and developmental disabilities, it is considered of major importance or even necessary to expand this research study to a larger number of people with intellectual disabilities who participate in camp programs, examining issues

such as the gender of the person, the severity of the intellectual disability, as well as the number of their participations in them.

Table of Acronyms

1. Special Education and Training: SET
2. Special educational needs: SENs
3. Targeted, individual structured and inclusive pedagogical programs of special education and Training: TISIPfSET
4. Framework of the Special Education Curriculum: FSEC

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