

EMOTIONAL, AFFECTIVE AND SEXUAL INCLUSION FOR CHILDHOOD, ADOLESCENCE AND PARENTING

INCLUSIONE EMOZIONALE, AFFETTIVA E SESSUALE PER L'INFANZIA L'ADOLESCENZA E LA GENITORIALITÀ

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Abstract

A "School Help Desk for pedagogical listening", held by educators and pedagogues with the neuropsychiatric collaboration of the sanitary system in a medical-pedagogical model of coaching aimed at children and also parents as well as teachers can be effective in planning and facilitating the processes of inclusion and integration of and prevention of conduct at risk or early school leaving.

This counter as a service aimed at the Person serves to transmit the Good practices of coaching on feelings, of children characterized by various needs of coaching who arise for reasons related to homosexuality or transsexuality and the relationship with their families, distinguishing for example in an early way and effective between stable "orientation" and transitory "attitude" often reactive to post-traumatic situations and preventing homo- and trans-phobic scenarios and situations of bullying related to these.

The systematic use of this internal resource of the school structure becomes a first useful moment of inclusion and integration through listening and welcoming for the realization of effective pluridisciplinary coordination projects among all the local Operators, including Social Workers, Forces of the Order, doctors and psychologists, to protect the minor and the family.

The continuous and transversal training of these figures is aimed at recognizing and effectively supporting the discomfort that has not yet become maladjustment and which will otherwise be expressed through self- or heterogeneous conduct at risk of scholastic and educational disinvestment in childhood, adolescence and also by the families.

Abstract

Uno "Sportello scolastico di ascolto pedagogico", tenuto da educatori e pedagogisti con la collaborazione neuropsichiatrica del sistema sanitario in un modello medico-pedagogico di

affiancamento rivolto ai ragazzi ed anche ai genitori oltre che agli insegnanti può essere efficace per progettare e facilitare i processi di inclusione ed integrazione di e prevenzione di condotte a rischio o di dispersione scolastica.

Tale sportello quale servizio rivolto alla Persona serve a trasmettere le Buone prassi di affiancamento sui sentimenti, di ragazzi caratterizzati da varie necessità di affiancamento che si presentano per ragioni legate alla omosessualità o alla transessualità e della relazione con le loro famiglie distinguendo ad esempio in modo precoce ed efficace fra "orientamento" stabile ed "atteggiamento" transitorio spesso reattivo a situazioni post-traumatiche e prevenendo scenari omo- e trans- fobici e situazioni di bullismo a questi legate.

L'utilizzo sistematico di tale risorsa interna della struttura scolastica diventa un primo utile momento di inclusione ed integrazione attraverso l'ascolto e l'accoglienza per la realizzazione di efficaci progetti di coordinazione pluridisciplinare fra tutti gli Operatori territoriali, compresi gli Assistenti sociali, le Forze dell'Ordine, medici e psicologi, a tutela del minore e della famiglia.

La formazione continua e trasversale di queste figure è rivolta a riconoscere ed affiancare efficacemente il disagio non ancora divenuto disadattamento e che altrimenti si esprimerà attraverso condotte auto- o etero- lesive a rischio di disinvestimento scolastico ed educativo in infanzia, adolescenza ed anche da parte delle famiglie.

Keywords

Affectivity; Education; Inclusion; School; Sexuality.

Parole chiave

Affettività; Educazione; Inclusione; Scuola; Sessualità.

Introduction

For an effective action of inclusion it is necessary first of all that there is an awareness of the consequences of an early and authentic emotional and affective coaching already in childhood, then in adolescence and in the construction and accompaniment of parenthood.

This pedagogical practice represents a fundamental aspect for the construction of a Healthy sexuality and never separated from a real emotional, affective and sentimental awareness.

In fact, the whole dimension of sexuality arises from affectivity and cannot be separated from this if an individual, who, beyond any motor or emotional-cognitive-relational alterity or frailty, remains to be considered emotionally and affectively healthy.

Gender and Role Identities are formed beyond that of Genetics through the emotions that in the modulation of the phenotypic expression of each growing individual elicit the response to the environment created by an adequate educating community from all significant adults.

1. Inclusion and emotional and sexual education

Each inclusion project is born with an effective and welcoming emotional and affective support.

This framework represents a fundamental aspect for the construction of a future healthy sexuality and not separated from an adequate emotional, affective and sentimental awareness.

Sexuality arises from affectivity and cannot be separated from this, if an individual, beyond any motor or emotional-cognitive-relational defect, is to be considered emotionally and affectively healthy and therefore represents a mode of behavioral expression to be always and immediately in a continuum indistinguishable from the substratum of feelings and always linked to these.

In human primates (where the human species is placed) the sexual relationship assumes cultural characteristics expressed directly (courtship) or indirectly (seduction) and in a multitude of rituals, precepts, references to symbolization and channeling of the generational drive both in parenthood direct biological that of its equivalents, of its dimension of care equivalence, adoptive, foster care, assignee, or "institutional" parenting, which is concrete for every otherness and biodiversity precisely in the example, in the reception and inclusion of childhood, adolescence, frailty and vulnerability.

This support concerns the need to set the training (Fiorucci, 2020) of the various Education Professionals towards the knowledge of the entire systemic-relational dimension in its complexity (Catarci, 2016) and its organization and value hierarchization recognizing that a medical priority - pedagogical requires, for an effective understanding, ethological-comparative and inter-cultural references for a knowledge of a Species-specific order.

2. Inclusion and Epigenetics

The neuro-biological factors therefore represented by the genetic factors that will become the neuro-anatomical and morpho-structural factors, characterized by the temperamental traits that through the educational processes will then form the character ones, we speak of Bio-Education and Neuro-Pedagogy (Villanova, 2016).

The epigenetic dimension therefore uses the relational projection built in the emotional environment as an internal deposit of powerful interactional forces that inhibit or strengthen the relationship and are able to establish a systemic reciprocity with the environment to which they belong as a phenotypic expression evoked precisely through the emotions of the environment. and the educational relationship (Waddington, 2012).

This symbolic perspective of biological interaction (Lipton, 2009) allows for the productive management of intergenerational relationships and the transmission of a shared educational value platform which, through the daily life of the imitative processes observable in significant educators, allows the construction of educational practices and natural training systems such as spontaneous didactic modality of an educational methodology.

These individuals will be given tasks of greater responsibility and constructiveness to work on conscious planning for the education and training of generations to come.

The boundary between whimsy, creativity, bizarre, mental illness, genius and normality is simply established by the social reinforcement deriving from the behaviors randomly

implemented among those possible and consolidated by the environment because they will then become behaviors with a high percentage of reinforcement, compared to all possible and feasible behaviors within the memory of behavior allocated in the Neo-Cortex of each individual and deriving from all the experiences directly implemented, mediated, through those of others and the *Primary Training Agencies (Family, School, Places of social cultural aggregation, Mass media, Social networks, the same State in which an individual lives and the relationship between this and other foreign States)* as well as the various situations with traumatizing value in the developmental age (*allochry, allomorphy, allonomy and allovaloriality*) as a challenge response towards the adaptation to the identified new needs that the environment highlights in that specific generation.

Added to this is the further discriminatory need regarding sexual orientation and alterities of expression such as variations on the theme of the sexual expression of the human species.

This morphological-behavioral gap therefore as an impasse of difficult tolerance and acceptability is valid both for heterosexual and homosexual Orientation and even more for Transsexuality with all that it entails in terms of risk of onset of Gender Incongruity and Bullying .

Let alone in all of this how the idea of a possibility of affective-sexual expression in those People who have bio-structural or emotional diversity can be conceivable, in the current state of shared thinking and on the basis of widespread value beliefs.

3.Inclusion and Sexual Identity

At the basis there is the need to review the widespread beliefs about Sexual Orientation and Gender.

In fact, when we talk about Homosexuality or Transsexualism, the first thing we think about is “diversity”, that is prejudice and popular beliefs make this the first mental association (Pembrey, Bygren, Kaati et al. 2006).

Only some go further and deepen the question, or rather the Person in front of them and this becomes the opportunity offered systematically by a school listening desk as a moment of coaching also addressed to parents as well as teachers and children as a moment of Inclusion and Prevention of conduct at risk or early school leaving (Villanova, 2006).

An intervention aimed at the Person focuses on the active subjects of the phenomenon and not the phenomenon itself. To understand the way of mentoring homosexual or transsexual children, it is good to distinguish between homosexual "Orientation" and "attitude", where homosexual Orientation also refers to the feeling of identity of an individual, based on affective sharing towards other people also of the same sex, correlated behaviors and belonging to a community of subjects who share the same attractions, presenting a character of stability and consistency of time, while the homosexual attitude is transitory and often associated with post-traumatic situations.

The homosexual teenager realizes not only that he is different, but also that his diversity is socially frowned upon, arouses contempt, mockery, jokes or even hatred in others and that his desires and feelings are not allowed. Compared to their peers, "they feel they almost have 'the problem of problems', [...] how will they be able to experience their first intimate relationships if the image that their sexual body projects is so different from the one they identify with? [...] How will they be able to deal with school if marginalized people are not understood, considered "different" victims of derision and mistreatment? "(Villanova, 2012).

4. Inclusion and pedagogical helpdesk for school listening

A valid answer for the inclusion of boys and girls in emotional and affective maturation is represented by the presence of a pedagogical listening desk within each school complex. In fact, this opportunity for educational attention, if conducted by Educators and Pedagogists and set up according to a global medical-pedagogical model, is a precious contribution to make an early and effective sending towards affective and sexual maturation as well as one's growth of individual clarification for those who recognize themselves. as homosexuals or transsexuals and often under the insistence or suggestion of family members, in the belief that there is something "wrong with themselves," they try to be able to "heal" by sometimes turning to non-competent figures, often complacent or motivated by opportunistic motivation. What is certain is that they have to go a long way before overcoming all the negative connotations attributed to homosexuality by most people and positively redefining this Identity.

Too often, in fact, this journey takes place, or in any case begins, alone.

The denial and the search for real listening, of authentic interest, or tenderness, will become in the absence of this alternative only the beginning of many subsequent behaviors that will be divided between inhibition and sublimation on the one hand and clandestinity or worse mercenary on the other.

Transsexuality is different, that is the condition in which the Genetic Identity (being born genetically man or woman) does not coincide with the Sexual Gender Identity or "Psychic Sex" (that is, that mental image that we form during drive development-libidic), thus leading the Person to build a Sexual Role Identity oriented towards the opposite sex.

5. Inclusion and trust

Therefore, as a constant opportunity, the *Pedagogical help-desk for school listening* represents a first useful moment of trust in the strategy of implementing a pluridisciplinary

coordination project between local Operators to protect the minor who experiences a discomfort that has not yet become a maladjustment through self- or heterogeneous conduct. harmful including the risk of the compensatory use of alcohol and / or drugs (Villanova, 2021).

From the point of view of the emotional solicitation of neuro-biological structures, the spaces of acceptance and aggregation of childhood and adolescence as "places of the Mind" as elements assisting the structuring of the neuronal arborizations of the synapses being selected and organized in space and in the mode of functioning of the emotional-cognitive and affective-relational systems of growing individuals.

It is therefore essential that teachers favor the construction, also referring to biographies and real life experiences, of a narrative more adherent to the transsexual experience, which breaks down prejudices and negative stereotypes rooted in our Culture and fed by Media representations by doing where possible, interdisciplinary links within Literature, Psychology, Geography, History, Biology lessons.

The teacher should also have the tools to grasp and to intervene adultly in possible situations of discrimination within the context of the class, recognizing any discomfort related to the sphere of Sexual Identity on the part of a student, in order to help him to express himself without fear of a negative judgment. It is therefore evident that the training of teachers and educators is also a tool of primary importance.

Attention to issues such as Affectivity, Affective Education, Gender, Identity and Sexual Orientation cannot and must not be considered postponable and constitutes an evident educational need to which education and training systems are called to respond, preparing operators and disseminating information.

The lack of preparation on the part of teachers on "Biological Sex", "Gender Identity" and "construction of Sexual Identity", turns out to be alarming.

Having adequate knowledge on these issues and being prepared and available to accompany and facilitate the processes of Identity construction should not be considered as an individual disposition or sensitivity of the teacher, but an institutional task.

A school that does not take on this task is a school that fails, and that abdicates its own educational and civilizing functions.

6. Inclusion and listening

With careful listening, one can perceive “a presence of submerged discomfort and suffering, which remains invisible to the eyes of the family and unknown to the Developmental Mental Health Services to which they reach only when the discomfort has become maladjustment. A submerged suffering, only apparently silent, instead of symptoms is loaded with signs of discomfort. [...] A submerged suffering found not in an area of social and economic disadvantage, but in a population adequately integrated into the school work world ”(Levi, 2004).

It is therefore essential to subvert the order of social and territorial priorities of intervention which, even today, erroneously assigns "higher priority of intervention to Secondary Prevention (damage reduction) or even Tertiary Prevention (reduction of the consequences of damage) rather than Primary Prevention (risk reduction) "(Villanova, 2012).

Conclusions

From the point of view of a pedagogical reflection and the professional experience in progress it can be summarized as Sex and Gender are by no means synonyms (Garfinkel, 2005) and how homosexuality is not a pathology while the phenomenon of homophobia promotes concrete facts such as bullying. (Biemmi, Leonelli, 2016) expression of

homophobic sentiment. Today, homo-trans-phobic bullying has many victims although reports have increased.

Pedagogical knowledge for inclusion, always intervening between the good practices of "knowing", "knowing how to be", "knowing how to do" and also over time then "knowing how to become" to always know "knowing what to do" and above all "how and when to do ", represent a precious aid that strengthens medical-educational knowledge (Villanova, 2010) making sure that sometimes the remedy can be worse than the disease itself to be prevented or treated.

The "School Help Desk for pedagogical listening" as a moment of *Coaching, Welcoming, Listening, Attention, Acceptance* in the Prevention of developmental risk situations regarding Gender and Sexual Orientation and in the absence of which a "communication defect" is established which will become first "conflict", it will then be "discomfort" and again "maladjustment", later "trauma" (acute and chronic) with its corresponding type of "damage" and finally it can materialize in the attempt to repair this which is the "Stigma ". In fact, the Stigma often represents the failure of every Project, Path and Educational Practice and of a possible attempt to build a competent and aware training system that often configures the "traumatic manipulation" because it has not been done what is necessary or has been hurt. Transmitting the ability to build an environment suitable for emotional and affective maturation is also one of the main objectives of those involved in professional training and a theoretical reference frame in which to build examples of theoretical reference in General and Social Pedagogy arises from the need for transversal recruitment. In basic knowledge that can find valid confirmation and energy in a medical-pedagogical model of reference, on which to base observation, acceptance and Inclusion.

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