

Transitions of Students with Special Needs from one grade to the next: Theoretical Framework and the role of ICTs

Transições de Alunos com Necessidades Especiais de um ano para o outro: Enquadramento Teórico e o papel das TIC

Transiciones de Estudiantes con Necesidades Especiales de un grado a otro: Marco Teórico y el rol de las TIC

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Abstract

According to researchers, the transition of all students from primary to secondary education represents a passage, a challenging change, but also an opportunity for change with consequences for the student's cognitive, emotional, and psychosocial areas of development. This transition also happens to coincide with the person's critical developmental stage, the start of adolescence. The issue is tackled from a multidisciplinary perspective and affects a large number of teachers, parents, psychologists, specialist educators, and most importantly the kids themselves. This study conducts a bibliographic assessment of the literature on the transitions of individuals with special educational needs, the challenges they encounter, and the contribution of ICT to a successful transfer. from the general or special school units of Primary Education in the comparable secondary school units Education.

Keywords: Learning readiness; Transitions; Students with special educational needs.

Abstrato

Segundo os pesquisadores, a transição de todos os alunos do ensino fundamental para o ensino médio representa uma passagem, uma mudança desafiadora, mas também uma oportunidade de mudança com consequências nas áreas de desenvolvimento cognitivo, emocional e psicossocial do aluno. Essa transição também coincide com o estágio crítico de desenvolvimento da pessoa, o início da adolescência. A questão é abordada de uma perspectiva multidisciplinar e afeta um grande número de professores, pais, psicólogos, educadores especializados e, principalmente, as próprias crianças. Este estudo realiza uma avaliação bibliográfica da literatura sobre as transições de indivíduos com necessidades educacionais especiais, os desafios que encontram e a contribuição das TIC para uma transferência bem-sucedida. das unidades escolares gerais ou especiais do Ensino Primário nas unidades escolares comparáveis do ensino secundário Educação.

Palavras-chave: Prontidão para aprendizagem; Transições; Alunos com necessidades educacionais especiais.

Resumen

Según los investigadores, la transición de todos los estudiantes de la educación primaria a la secundaria representa un pasaje, un cambio desafiante, pero también una oportunidad de cambio con consecuencias para el desarrollo cognitivo, emocional y psicossocial del estudiante. Esta transición también coincide con la etapa crítica de desarrollo de la persona, el comienzo de la adolescencia. El tema se aborda desde una perspectiva multidisciplinar y afecta a un gran número de docentes, padres, psicólogos, educadores especialistas y, lo más importante, a los propios niños. Este estudio realiza una evaluación bibliográfica de la literatura sobre las transiciones de las personas con necesidades educativas especiales, los desafíos que enfrentan y la contribución de las TIC para una transferencia exitosa. de las unidades escolares generales o especiales de Educación Primaria en las unidades comparables de Educación Secundaria.

Palabras clave: Preparación para el aprendizaje; Transiciones; Alumnos con necesidades educativas especiales.

1. Introduction

1.1 Definition

A milestone from childhood to preadolescence and adolescence in a new setting, the transfer of all students from primary to secondary education marks a shift in student life (Grigg, 2012), a passage (Maratou-Alipranti et al., 2002), and has an impact on all areas of a child's development.

According to (O'Dell, et al., 1989), a transition is "*a passage from a state, type, level, activity, or position,*" while another definition of a transition is "*a time between two different sorts of activities or surroundings.*" According to Mögel (1984), a transition is "*a specific, particular, unique, and special experience for each person, tied to changes in roles and environmental situations.*" For the purpose of this definition, the school transition is the time a child spends transitioning from home to school, from school to after-school activities, from daycare to kindergarten, from kindergarten to primary school, from primary to high school, etc. A change in building, organization, education, friendships, and curricula is another consequence of moving from one educational level to another (Margetts, 1999).

One of the most troubling situations is the change from primary to secondary education, which can be detrimental to academic success and psychological well-being (Zeedyk et al., 2003); Kessler et al., 2005; and significant social, biological, and psychological status; and psychological development.

1.2 School Transition

The transition to secondary education has drawn more attention from researchers in recent years, according to researchers (Evans, et al., 2018). Many researchers view the change as one of the most shocking new experiences that teenagers will have (Chung, et al., 1998; Coelho, & Romo, 2016), and the majority of researchers believe that it is influenced by social, academic, and emotional factors (Duchesne, et al., 2012), emphasizing, in particular,

The European Commission Communication (1999) defines children's rights as a transition as follows:

- The right to transition without illness from one system to another,
- The right to systematic continuity in educational experiences, and
- The right to secure opportunities for success. International literature does not place the issue of transition in a broad context.

According to the tenets of the following theories, the problem of student transition may be understood (Simmons et al., 1987):

✓ **Stress Theory (Stress Inoculation Theory)** Students may be better prepared for future transitions to similar environments if they have experience with impersonal environments. Modern research has however demonstrated that a barrier to children's transition to higher grades is the degree of personal dissolution.

✓ **Theory of Change in Social Status in the School Community (Top Dog Versus Bottom Dog Theory)** Children's self-esteem toward others in a lower age group is strengthened when they are members of a dominating group that uses age as a criteria. The shift in their social standing may result in emotions of dread, loneliness, poor self-worth, and trouble adjusting to the new school group.

✓ **Readiness Development Theory (Readiness Development Theory)** The ability of the school environment to support and advance each child's unique developmental stage is more important than just the children's developmental capacity when it comes to school preparation.

✓ **Discontinuity Theory (Discontinuity Theory)** • When a change is not progressive and there are significant disparities between the before and after a time, it is referred to as a discontinuous change (Simmons, et al., 1987). Gaps can be seen, for instance, in the transition from kindergarten to primary school (educational expectations, school organization,

assessment method, teaching methods, detailed curriculum, etc.). The transition for students becomes more challenging the more the environments of kindergarten and elementary school diverge.

✓ **Cumulative theory (Conversion products Theory)** The many and concurrent changes have an impact on children's motivation for learning, self-esteem, and psychological adjustment.

✓ **Ecosystem theory :** This approach's proponent, Bronfenbrenner (1996), contended that human development is shaped within its shifting environmental contexts. The ecosystem approach offers a methodical way to examine, comprehend, and document all the elements that influence kids as they move from one environment (primary) to another.

Four stages are involved in the shift, according to some researchers: preparation, transfer, induction, and integration (Galton, et al., 1999). Preparation involves a number of acts that are relevant to the emotional and cognitive domains and starts early, while the student is still in elementary school. They help the learner acquire the information and abilities that define his personality and social group membership. The student's transfer of these skills and abilities to high school aids in the second phase's level transition. Utilizing and developing the knowledge and skills that were learned in preparation and transferred from primary to secondary school is known as induction. This process will culminate in integration, when the kid will feel secure and at ease in his new role as a high school student. Each phase can take a different amount of time for each student, but it seems that with proper planning, the other phases can be completed more quickly and naturally. At the same time, students are given support throughout the process to ensure that its completion results in the psychological and academic socialization of the student's educational and personal advancements.

2. Methodology

It is crucial to stress the value of a person with special needs being ready to study as they switch from elementary to secondary education. In view of the aforementioned, research should be done in order to provide platforms, methodologies, and approaches to employ ICTs in student transitions.

Using the keywords "student transition," "the role of ICT in transitions," "learning readiness," and "people with special needs," articles were chosen from Google Scholar and Researchgate.

The purpose of the review of the relevant literature is to draw attention to the significance of students with special educational needs being prepared for learning as well as the factors that affect how smoothly students move from one educational level to another. education. in the secondary grades.

3. Bibliographic Review of Previous Research

The topic of transitions as an issue of educational practice, as a subject of study, and as a matter of educational policy, according to Dimitriadou (2011), has a long history (Vrynioti, 2010). Researchers in the field of education have shown a remarkable increase in interest over the past several decades, more from outside and less from Greece, in the systematic study of the transition. The focus of research has shifted from questions of ranking and selection (Kakavoulis, 1984) to concerns about the opinions, sentiments, and attitudes of students (Williams et al., 2002; Ashton, 2008; Qualter et al., 2009; Voulgaris et al., 2009; Konidaris, 2014), parents, and other stakeholders (Galanis, 2002; Hansen, 2003), The development of structures in the context of education and social policy for the same purpose (Vrynioti, 2010; Xythalis, et al., 2014), as well as in more specific parameters related to the subject, such as the cognitive objects of teaching (Vorvi, et al., 2014), as defined by the situation in which the student experiences feelings of insecurity, anxiety, worry, or fear before, during his life, are just a few examples (Voulgaris, et al., 2009).

Recent studies in Greek reality have revealed that students' transitional challenges are primarily caused by the demanding Analytical Program of the High School, their concern and anxiety about the new, specialized focus of secondary

education, as well as the class's concerns about the behavior of teachers (Koseyan, 2009). Other comments on the transition's challenges mention the differences between the two types of schools, the lack of communication between teachers at the two levels, the student's diminished emotional connection with teachers in the Gymnasium, and the absence of an institutionalized transition support framework (Xythalis et al., 2014; Voulgaris et al., 2009; Siskos et al., 2005; Konidaris, 2014; 2009).

Particularly, pupils believe they have a weaker emotional bond with high school instructors, who are perceived as being less approachable and encouraging than elementary school teachers (Schneider, et al., 2008). However, in Greece, the student and teacher's interaction during the student's transition to high school appears to have begun to shift "from the side of this relationship's growth by the student" (Konidaris, 2014).

Their areas of interest include gender-related issues, the interaction between kids and their parents, and recent findings from studies that suggest students themselves might offer helpful illuminating hints to ease the transition to high school (Ashton, 2008). (Demetriou, et al., 2000; Schneider, et al., 2008). High emotional intelligence students appear to have a substantial advantage for a seamless transfer (Qualter, et al., 2009; Goleman, 1995; Platsidou, 2010).

Another research on children's transition from primary to secondary education was done in England (Evangelou, et al., 2008). The fundamental goal of the research is to examine how kindergarten, primary, and secondary education affect a child's intellectual and social growth. The school system's transitional strategies, as well as the elements that make the move easy and difficult, were highlighted by this study, which was based on a sample of 500 students and their families. According to the study's findings, making the transition from primary to secondary education successfully depends on children's capacity for social adjustment, which includes their ability to make friends, fit in at schools and other institutions, find motivation to become more engaged in their studies, and successfully link the primary school's curriculum with that of the secondary school.

The elements that affect and effectively drive the transition from primary to secondary school are both environmental and individual, and they interact, according to Evans et al (2018) 's review of the research. In the study, they evaluate the risks and aspects that might heighten or lessen the consequences of the transition to secondary education on academic and psychological outcomes, with a focus on sensitivity and academic performance (Hall, et al., 2008). (2017). A) the impacts of the transition to secondary education on academic accomplishments, and B) the effects of the transfer to secondary education on ethnic health, are the two indicators that best summarize the results.

Low academic performance during early adolescence is linked to a number of detrimental outcomes, including early preterm birth, higher crime rates, dropping out of school, and low occupational attainment (Kasen et al., 1998; Freudenberg et al., 2007; Henry et al., 2012). performance and consequently with lower income earnings throughout their life (Day, et al., 2002). New academic contexts (different and larger schools and classes) and various structural needs are other elements influencing academic achievement (aging classrooms, teachers, and classroom materials for each subject throughout the day). Children must also establish new bonds with their teachers and adapt to shifts in their expectations. While Barth, et al. (2011) investigated and showed that effective teaching and student perceptions of students on positive teaching strategies (teacher support, involvement in teaching), contributed to a decrease in student interest and attitudes toward learning, Coelho, et al. (2017) found declines in students' academic self-concept from their previous year of primary education to the end of their first year of secondary education along with lower levels of self-esteem.

Additionally, the social structure of the school, such as the age range of 11 to 18, has an impact on students' academic performance and can improve both (Riglin et al., 2013), while interactions between adolescents within individual-level structures (grade declines, unfavorable student-teacher interactions) result in negative feelings toward school: When the teenage circumstance is connected to essential concepts like self-concept and self-representation, there are more disconnected sentiments (Schaffhuser, et al., 2017) and help achieve objectives Students' Cognitive and Affective Characteristics, as supported by the longitudinal study that looked at the development of self-control in early infancy as children transitioned from primary to secondary education and discovered that students with higher levels of self-control were better adjusted after a

transition to school, lessons Ms. Science Courses, are characterized by high-risk factors for poor academic outcomes (Ng-Knight, et al., 2016).

As evidenced by the findings of the study (Serbin et al., 2013) that examined academic success across the secondary transition with a sample of children from lower-income homes, ethnicity and socioeconomic position of the pupils as well as gender are additional factors. The results demonstrated that both family resources and child gender were important; following the shift, children from homes with less resources did worse than those from households with more resources, and females performed better than boys. In addition, girls have reportedly experienced a tougher adjustment than boys do (Madjar, et al., 2017), Math anxiety performance has improved (Ashcraft, 2002), and relationship and workload worries have also grown (Duchesne, et al., 2009; Riglin, et al., 2013). Finally, extroverted diseases and anti-social behaviors including violence, attention deficit hyperactivity disorder (ADHD), and oppositional behavior have been linked to poor academic achievement, according to study (Palmu, et al., 2017).

According to a 2017 study by Duineveld et al., pupils' transfer to secondary education in Finland resulted in decreased depressive symptoms, decreased life satisfaction, and greater moral tiredness. Mothers were shown to give greater autonomy support (supporting the child's self-management and control over his life) in the home setting than dads did prior to the change, according to Keller (2016). In addition, Duineveld et al. (2017) observed that once children transferred to secondary education, depression significantly decreased as a result of the greater levels of autonomy support present prior to the shift. According to this research, autonomous, encouraging parenting that promotes independence might shield kids from mental health problems when they move to secondary school.

The findings of Evans et al. (2018) that peer relationships and social support are important for early development, learning, and psychological well-being (Demaray et al., 2002) are supported by Kingery et al. (2011) who found that positive peer relations before transition predicted several positive measures of well-being after transition, including academic achievement. There is evidence that transition can give kids new chances in addition to restructuring their relationship networks. In contrast to females who did not make the transition to school, Wang, et al. (2016) stated that victimization decreased for females after making the move to school.

School-relatedness and "bravery" are a second protective factor against adverse affective outcomes, as demonstrated by a study by Vaz, et al., (2014a), which found that an increase in school "unemployment" resulted in a decrease in mental health problems, even when controlling for prior mental health.

The relationship with instructors is the third component of social schema. Compared to having just one teacher in elementary school, pupils tend to have multiple teachers for each subject once they enter secondary school. It might be challenging for kids to establish strong bonds with new instructors as they did with their prior ones. Given the prospect's need for direction and support at this point, this change in their social network might be detrimental (Eccles, et al., 2009). Additionally, it has been shown that after kids enter secondary education, they become more dependent on teacher guidance and prefer external guidance (Robbers, et al., 2018).

All children deal with the aforementioned problems of dwindling social support and a changed school atmosphere. However, it is evident that some students, particularly those with Special Educational Needs, have more trouble adjusting to secondary education (SEN). The term "SEN" refers to children who have special educational needs (SEN) or learning challenges that may make it challenging for them to learn in comparison to other kids their age. This might include academic challenges, behavioral concerns, communication challenges, problems comprehending or expressing oneself, and physical challenges that could interfere with their capacity to learn.

There have only been a few examinations into the transition of kids with special needs. All pupils deal with the previously mentioned problems of dwindling social support and a changed school atmosphere. Children with SEN, however, encounter extra challenges in adjusting to secondary education. Children with learning impairments or issues may display

learning difficulties when compared to children their age, which is known as a student with special educational needs (SEN). This might involve academic performance concerns such as reading and writing challenges, behavioral issues, communication challenges such as comprehending or speaking, or physical ability limitations. Children with unique educational needs may have additional difficulties during the transition to school. It can be hard for kids who have sensory or motor issues to be in an unfamiliar setting like a big, new high school. Children who struggle socially or emotionally may have a hard time connecting with their instructors and peers, which makes them feel alone. Teachers "accept" students who have behavioral or emotional issues as offenders or "troublemakers" while in reality, these students have distinct needs and demands. Recent studies have sought to examine the consequences of the transition to school more thoroughly for kids with special needs, with the goal of identifying the most typical problems and challenges they could run into during this transition. Hughes, et al. (2013) study transition as a psychological correlate of functioning, encompassing internal processes and perceptions: self-concept, self-esteem, and self-confidence, in a comprehensive analysis of school transition outcomes for children with SEN. In comparison to ordinarily developing youngsters, the results showed that there was a higher chance of victimization and bullying, poorer social adjustment (i.e., loneliness), and lower levels of perceived social support. Children also expressed more worries than kids without SEN regarding the special needs program at their new school, their capacity to make friends, the increased workload, and sexual harassment. The findings of the Hughes, et al., (2013) study agreed with those of other researchers (Akos, et al., 2015), who found that adolescents with SEN saw poorer improvement in math and reading during the transition year while displaying stronger growth each year prior to the shift. Additionally, they note that both before and after the transition, individuals with impairments have a markedly lower level of academic competence in comparison to their peers who are usually developing (Vaz, et al., 2014b). According to Neal et al. (2016), a tailored approach is required when establishing transition strategies particularly for children with SEN. Adolescents with SEN have additional requirements when transitioning to secondary education to guarantee a successful transition. Additionally, internalizing disorders are more common in females than in older males (Kessler, et al., 2005; Merikangas, et al., 2010; Coelho, et al., 2016). However, these studies did not find that females experienced significantly more academic stress during the transition to school compared to boys; instead, they found that boys displayed higher levels of exercise regarding teachers and rules. In addition, according to Grills-Taquechel et al. (2010), females had trend rates that were significantly higher than those of boys during the transition. and girls both before and after the shift had considerably higher rates of both general sickness and illness connected to school. Additionally, girls express larger anxiety about education (Rice et al., 2011), which was the result that Smyth led to (2016). In addition, both before and after the transfer, females liked school more and had less behavioral issues (Riglin, et al., 2013). In addition, Madjar et al. found that females are more likely than boys to feel arithmetic anxiety as they enter middle school (2016). Girls experience the change more adversely than boys, according to Schaffhuser et al., (2017) 's argument, but they do better academically and socially than males once the transition is through (Cillessen, et al., 2007). However, despite the fact that females reach puberty sooner than boys, Kingery et al. (2011) found no gender differences in overall adjustment to secondary education (Lee, 1980). In addition, Koenig et al. (1998) found that rates of depression among female students in general increased over the years of transition, but rates among male students remained constant across time. It's crucial to remember that this was looked at in a high school sample rather than the earlier middle/secondary school transition. In this sample, several females were already mature at the time of transition.

Research done by Foley (2016) in the Irish general education context looking at transitions of students with Special Educational Needs (SEN) came to the conclusion that a minority of first-year students with SEN experience greater difficulties during this crucial period of age, present increased anxiety, are more vulnerable and prone to bullying than typically developing partners and suggest that schools place more emphasis on transitions involving people with SEN due to their increased vulnerability and proneness to bullying.

4. The role of ICTs in Transitions

ICTs are instruments that assist individuals with special needs in overcoming physical obstacles and approaching information, granting them autonomy in accordance with their preferences and particularities (Chaidi, et al., 2021). According to Sulek, et al. (2019), who discuss the role of ICT in transitions, the transition to school is viewed as a challenging time of change for persons with ASD, their family, and their future instructors. As an alternate method for teachers to acquire information about the kid and resources that might assist the child during the transition, the researchers contend that there is a need for an original online tool in school transition assistance for students with autism.

It is well known that individuals with ASD exhibit communication disorders as they adjust to school (Quintero et al., 2011; McIntyre et al., 2006; Welchons et al., 2015). According to researchers, a digital tool can give teachers the knowledge and skills they need to support students as they adjust to school, as well as the opportunity to participate (Hew et al., 2007) in online professional communities. As the school environment affects students' acceptance of people with disabilities, a digital tool has the potential to be beneficial during this time of change by highlighting the need for integrated transition strategies, respecting school culture, and promoting best practices (Kucharczyk et al., 2015). ASD offers flexibility in engaging with peers, knowledge development, and both (Smith (2016).

ICTs have several benefits for enhancing the teaching-learning-assessment triplet process, according to Petrescu (2012), and they should facilitate the transition from preschool to primary school, to secondary and university education.

Table 1 details the value of ICT for students with or without special educational needs in terms of their learning readiness, a crucial aspect of transitions from primary to secondary school.

Table 1 - Criteria for assessing the developmental appropriateness of ICT tools at the developmental levels of early education (Siraj-Blatchford, J. (2006).

1. The ICT tool must be educational	Applications used in the early years should have clear learning objectives for education.
2. ICT as a tool should encourage collaboration	Whether working alone or with others, or in many other technological interactions, collaborative activities are very crucial. But for young toddlers, "joint attention" and "sharing" and/or "engaging together" offer a better cognitive challenge.
3. The ICT tool should support the inclusion	The use of ICTs should be as seamlessly interwoven as feasible with other well-known educational activities, such as play, project work, and robotics that are appropriate to their curriculum. Additionally, ICT tools and apps are made to be used repeatedly for the benefit of... The incentive for reward is a significant ICT "offer."
4. The ICT tool should support the game	Young children are seen as having "learning activities" through play. It is widely acknowledged as being a catalyst for the child's development of fresh motivational and behavioral patterns. Role play is essential to early learning processes because play and imitation are the fundamental environments for representational and symbolic behavior. Constructions, toys, and anything else made of material that kids may play with as symbols. Children may interact and engage with a far greater variety of "virtual" buildings and settings thanks to computer programs.
5. The ICT tool should put the child in control	Applications should, in general, be controlled by the kid without the use of any behavioral devices or programmed learning to regulate the child's involvement. Applications of ICT may help kids learn a variety of abilities, including counting, early math concepts, and the alphabet and phonics.
6. The ICT tool should be transparent and intuitive	We should only select "transparent" programs; these are those whose functionalities are obvious and simple to understand. The program typically does each clearly specified job in a single operation, which is what this often implies in reality. A excellent illustration is how simple drag and drop is on a computer screen.
7. The ICT tool should avoid violence or stereotype	It would be challenging to defend the use of applications in any educational setting when they don't meet these requirements.
8. ICT integration should support the development of health and safety awareness.	Children gain from greater movement and exercise away from the computer when computer use is combined with other activities, such as socio-dramatic play, modeling, drawing, etc. It is believed that a kid should only use desktop applications for relatively brief periods of time, often no more than 10 to 20 minutes at a time by the time they are 3 years old and no longer than 40 minutes by the time they are 8 years old.
9. The integration of ICT should support the involvement of parents	According to studies, academic achievement improves when parents, teachers, and kids all strive toward the same objectives. ECE facilities claim that kids behave better and have greater attitudes toward learning. Therefore, home-school connections or parental participation are essential components of successful educational institutions.

Source: Authors.

Such modified and enhanced learning environments, depending on the teacher's imagination and creativity, guarantee the child's positive predisposition for school, as evidenced by their eagerness to begin, their curiosity and thirst for knowledge, their creativity, and their ability to express themselves. Elements that ensure a successful start to school include fundamental critical thinking abilities, independence, problem-solving abilities, experimental skills, interest in reading, mastery of fundamental mathematical representations, and confidence in one's abilities.

The students would receive information and be motivated to visit their host school in a formal way through social networking activities, virtual tours of the transition school, meetings, and online exchanges of ideas and opinions about primary and secondary school structures.

5. Results and Discussion

The results highlight the value of oral language for all children with SEN who transition from one educational setting to another with a focus on conversation participation, among other things. It appears that developing one's learning preparedness to emotional organization of one's self-feeling, enthusiasm in learning, and collaborative skills with others both within and outside of the school community is of great relevance.

Additionally, major societal shifts have been noticed in recent decades that are connected to the influence of technology and artificial intelligence on people's day-to-day activities. The capacity to communicate, disseminate, handle information, and digest and use newly acquired knowledge are the most crucial of these.

We must emphasize that digital technologies play a very productive and successful role in the education sector as well as in all areas of daily life. They facilitate and improve decision-making, intervention, assessment, educational procedures, and all other scientific and productive procedures via mobile devices. (Stathopoulou, et al., 2018, 2020, 2022, Kokkalia, 2016, Drigas, & Pappanastasiou, 2014,), various ICTs applications (Drigas et. al, 2004, 2005, 2015, 2016, Drigas, & Kokkalia, 2017, Pappas, et al., 2018, 2019, Drigas, & Leliopoulos, 2013, Papanastasiou, et al., 2018, 2020, Alexopoulou, et al., 2019, Kontostavrou, & Drigas, 2019) AI & STEM (Vrettaros, et al., 2009, Anastasopoulou, et al., 2020, Lytra, & Drigas, 2021), and games (Chaidi, & Drigas, 2022, Kokkalia, et al., 2017, Drigas, & Mitsea, 2021).The instruments for access, analysis, and sharing of information, as well as for its administration and exploitation of new knowledge, are provided by the New Technologies (NT), and more especially by Digital Technologies. Information and communication technologies (ICT), which are humankind's most advanced technical capabilities, have a catalytic impact on the development of the information society. (Pappas, et Drigas, 2015, 2016, Drigas, et Koukiannakis, 2004, 2006, 2009, Drigas, & Kontopoulou, 2016, Theodorou, & Digas, 2017, Drigas, & Kostas, 2014, Bakola, et al., 2019, 2022, Drigas, & Politi-Georgousi, 2019, Karyotaki, et al., 2022).

In order to draw a conclusion, it is important to note that the use of ICTs in conjunction with theories and models of metacognition, mindfulness, meditation, and the development of emotional intelligence accelerates and improves more than educational, productive, and decision-making practices and outcomes. (Drigas, & Papoutsis, 2020, Drigas, & Mitsea, 2020, 2021, 2022, Kokkalia, et al., 2019, Pappas, & Drigas, 2019, Pappoutsis, & Drigas, 2016, Karyotaki, & Drigas, 2015, 2016, Papoutsis, C., et al., 2019, 2021, Chaidi, & Drigas, 2020, Drigas, & Karyotaki, 2019, Mitsea, et al., 2020, 2021, Angelopoulou, & Drigas, 2021, Tairimpampa, et al., 2018, Kapsi, et al., 2020, Drigas, et al., 2021, 2022, Galitskaya, & Drigas, 2021).

It is crucial to stress the role that learning readiness plays in helping students with special needs make the transition from primary to secondary school. In view of the aforementioned, research should be done in order to provide platforms, methodologies, and approaches to employ ITS in student transitions.

6. Conclusions

In the conclusions, we come to the conclusion that educational transitions, student readiness for learning, and targeted, individually structured didactic integration programs intervention, with a focus on comprehending the governing laws of the school community at primary and secondary education levels.

ICT are crucial tools for fostering students' emotional intelligence as well as their cognitive and metacognitive development for learning readiness.

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