Radicalization among Students with Disabilities: Different Ways Government Can Support Schools and Teachers in Preventing Violence and Extremism

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**ABSTRACT**

**Purpose:** The primary objective of this study was to find methods that the government may assist schools and teachers in thwarting violence. This research was an effort to counteract radicalization among students with disabilities: Different ways government can support schools and teachers in preventing violence and extremism.

**Design/Methodology/Approach:** Teachers of special education who operate in Punjab's public and private schools for handicapped students have produced the great majority of the population. The population of the research consists of all special education instructors who work with a variety of impairments. A sample of 100 teachers was selected using a straightforward random selection procedure. The instrument was a self-structured questionnaire with mainly two sections: one section acknowledged the demographic traits of special education instructors, and the other sought participants' opinions on five-point Likert scales (Strongly Agree to Strongly Disagree) regarding risk factors for violence and extremism as well as possible regulations for hindering violence and extremism. The validity and reliability of the questionnaire has been verified. Data collection methods used by special educators included face-to-face, telephone, email, social media, and online meetings. Descriptive and inferential statistics were used to investigate the collected data in terms of frequencies and percentages.

**Findings:** Studies revealed that among other risk factors, students with disabilities were more likely to become radicalized if they had low self-esteem, mental health issues, traumatic experiences, childhood maltreatment, and family rejection. Considering these inferences, there were recommendations for eliminating extremism and violence.

**Implications/Originality/Value:** A school-based preventative program for individuals with disabilities intended to be developed, and the administration of private special education institutions and the Directorate General of Special Education were cautioned to get this program started right away.

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**Introduction**

There are many ways that extremism and violence present themselves. "The way individuals come to endorse terrorism and extremism and, in some cases, embrace terrorist organizations," is what radicalization is explained as (Horgan, 2005; Sibler and Bhatt, 2007). An individual or group acts in accordance with their decision when they decide that terrorism, and acts of violence must occur in order to effectuate an ideological, a matter of politics or social shift. Extremism that is violent is what this is. "Children who encounter learning difficulties as well as those whose performance is so excellent that adaptations in curriculum and instruction are necessary to help them reach their potential" are referred to as having a disability. Protecting disabled children from radicalization is essential. In order to spread extreme views that are repugnant to diversity and leave them susceptible to radicalization in the future, such as those that legitimize political, religious, or racist violence, there have been attempts to radicalize disadvantaged or disabled children.

There has lately been an improved comprehension of the significance of education and teachers in preventing violent extremism among children with disabilities. With the release of the UN General’s Secretary-Plan of Action to Prevent Violent Extremism in December 2015, a significant step in this direction was made since it acknowledged the value of high-quality education in addressing the root causes of this problem.

**Literature Review**

**Disability or Exceptional Children**

The Individuals with Disabilities Education Act serves as the source for the words and definitions related to disabilities (1999). People with disabilities are those whose physical, mental, emotional, or social traits diverge so greatly from the norm that they need specialized educational programs in order to reach their full potential. The terms "exceptional children" are used to describe both children who struggle academically and those whose performance is so remarkable that curriculum and instruction must be changed to allow them to function properly. Deafness, autism, intellectual disabilities, multiple disabilities, visual impairments, orthopedic impairments, learning disabilities, giftedness in youngsters, etc. are a few examples.

**Classification (Table 1.1)**

<table>
<thead>
<tr>
<th>Impairment</th>
<th>Disability</th>
<th>Handicap</th>
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<tr>
<td>A bodily function loss or abnormality that can be anatomical, physiological, or psychological, for instance a missing limb or a mental disease, is referred to as an impairment.</td>
<td>A disability is the incapacity or restricted capacity of carrying out an action that is customary for humans, such as walking.</td>
<td>A handicap is a setback imposed on by an impairment or disability that hinders a person's social position, such as being unable to work as a result of access issues.</td>
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**Barriers for Persons with Disabilities**

People with disabilities continue to confront challenges like stigma, discrimination, and stereotyping. Aspects of society that non-disabled people take for granted are largely omitted from the disabled
population as a whole. The domains of attitude, system, structure, and communication present particular difficulties or obstacles in this regard.

Radicalization

"The definition of radicalization is a method by which people come out in favor of terrorism and extremism and, in certain circumstances, take active part in terrorist organizations. The best approach to comprehend radicalization on a personal and political level is the act of changing one situation into another. Recent academic research indicates that gaining radicalization is typically a difficult method that involves going through several stages and isn't usually quick or easy for most people. (Horgan, 2005; Sibler and Bhatt, 2007).

Violence

The use of overt physical or mental force against other individuals, a group, or a community with the intent to cause bodily damage, death, psychological harm, or material deprivation, such as through physical, sexual, emotional, psychological, spiritual, or verbal violence, is referred to as "violence."

Extremism

Extremism is the outright or pervasive rejection of our fundamental values, such as democracy, the rule of law, liberty and respect for other religions. Holding an extreme idea or belief is considered extremism.

Prevalence at International Scenario

Violent extremism has resulted in millions of deaths, illnesses, evictions, widows, and orphans worldwide. The numbers are typically available since the harm is something that can be quantified and is both palpable and visible. 1.6 million Adolescents were held in captivity in 2010, according to Snyder and Mulako-Wangota. Approximately 2 million youth arrests in the 1990s in the United States were for violent crimes (Snyder & Sickmund, 2006). However, there have been about 21% fewer arrests for violent crimes since 2001.

Radicalization at National Scenario

The majority of Pakistan's population has come to accept extremism as the norm, supporting extremist movements and ideologies. People have fewer diverse social groups, are more critical of other people's behavior and views, and feel less free to express themselves as a result of the prevalence of religious, ethnic, and sectarian intolerance. An acquiescence culture that severely restricts individual freedom and rights in many facets of life has resulted from the pervasive religious, ethnic, sectarian, and political intolerance.

Causes of Radicalization

It is possible to categorize the causes or pathways that lead to radicalization using push factors, pull factors, and contextual variables. The perception of exclusion, injustice, intolerance, and persecution, as well as the denial of civil rights and advantages, as well as other environmental, historical, and economic challenges, are all push factors. Violent extremism is more appealing due to the establishment of well-run organizations with appealing ideologies and successful programs that offer services, money, or work in exchange for membership. Fragile states, a lack of the rule of law, corruption, and criminality are contextual factors that create an environment that is favorable for the emergence of violent extremist organizations.

Theories Associated with Juvenile Delinquency

There are three main types of arguments in favor of radicalization and violent extremism: theories pertaining to biology, psychology, and society. According to Western Biological Theories, the vast majority of highly radical individuals are young men in their mid-teens to mid-twenties (Bakker, 2006; This finding is strikingly similar to a lot of typical criminological study and suggests some overlap with studies examining persistent offending over the span of a person's life. It also suggests that higher levels
of impulsivity, confidence, risk-taking, and status needs may play a small part in some people's attraction to violent extremism. In addition, according to Silke (2008), it may be significant to be more inclined to participate in and embrace the resentful behavior as well as to view retaliation in a more favorable light. A significant portion of the research literature has focused on providing individual-level justifications for terrorism, according to psychological theories. The majority of these efforts have focused on developing a specific set of traits that set the terrorist apart from other people. Repressed sexuality, a mental illness or psychodynamic aberration, or a particular personality trait have all been popular theories. Because the research has not yet clearly demonstrated what these characteristics may be, it may be naive to completely rule out the role of these characteristics in the formation of a differential propensity to become radicalized to violence.

Social theories asserted, albeit with varying degrees of conviction, that societal factors were the most common cause of violent radicalization in the reviewed literature. Arguments that in some way connected discrimination, inadequate or ineffective integration, and the sensation of deprivation or segregation were common forms of these explanations.

**Rational of the Study**
The major goal of this study is identifying and addressing “Radicalization among students with disabilities: Different ways government can support school and teachers in preventing violence and extremism”.

**Objectives of the Study**
Aims of the study are as follows:
To identify, address, and safeguard students with disabilities from risk factors and vulnerabilities to radicalization.
To offer direction and assistance to educators dealing with disabled students who are susceptible to extremism in educational environments.
To identify potential strategies and viable actions suggested by the government to prevent violence and extremism among students with certain disabilities.

**Questions of the Study**
Inquiries of the study are as follows:
Which vulnerabilities and risk factors contribute directly or indirectly to radicalization?
How can the government assist educators and schools in preventing extremism and violence among students with disabilities?
What are the educational gaps that might incite extremism and violence and serve as a catalyst for radicalization among students with disabilities?

**Significance of the Study**
The study is essential because it will contribute to the creation of programs aimed at lowering extremism and violence among students with impairments. Better instruction for students with disabilities will be possible thanks to it. By appreciating their worth and upholding the moral standards of our religion, Islam, the crippled will gain from it.

**Methodology**
It was a quantitative and descriptive investigation. Information was acquired by means of a survey method from 100 Special Education teachers of disabled children enrolled in Punjab schools and institutions.

**Population of the Study**
Educators of disabled pupils studying in Punjab's Special Education schools and institutes, both public and private, constituted the majority of the population.

**Sampling Technique**
The study's sample was chosen using a straightforward random sampling procedure. 100 teachers who work with impaired students in special education facilities in Lahore, Sariwal, Gujranwala, and Rawalpindi were chosen as a sample.

**Instrument of the Study**
The researchers have developed a questionnaire to ask special education instructors for information. The self-structured questionnaire is composed of closed-ended questions. Before the data on their responses to questions addressing risk factors of radicalization and potential solutions to reduce violence and extremism was described, demographic information about instructors, such as gender, age, education level, and kind of institution, had been presented.

**Data gathering**: Special education instructors' information was gathered by email, social media, telephone, in-person and online meetings.

**Data analysis**: The collected data was processed using descriptive and inferential statistics in terms of frequencies and percentages. There were suggestions made in light of the findings.

**Major Findings**
The study’s outcomes were as follows:

| Table 1.2: Gender of the research |
| Responses | Female | Male |
| Gender of the research | 59.0% | 41.0% |

Table 1.2 depicts that majority of the respondents were women (59.0%).

| Table 1.3: The respondent’s age |
| Responses | 20-25 | 26-30 | 31-40 | 41- years and above |
| The respondent’s age | 41.0% | 37.0% | 20.0% | 2.0% |

Table 1.3 illustrates that majority of the respondents were aged 20-25 years (41.0%).

| Table 1.4: Qualification of the respondents |
| Responses | M.A | M.Phil. | M.Ed. | Ph.D. |
| Q1: Qualification of the respondents | 50.0% | 41.0% | 5.0% | 4.0% |

Table 1.4 shows that majority of the respondents have done M.A in Special Education (50.0%).

| Table 1.5: Q1 |
| Responses | A | D | N | S.A | S.D |
| Q1: Low self-esteem poses a serious hazard that might result in radicalization for students with disabilities. | 55.0% | 15.0% | 4.0% | 26.0% | 0.0% |

Table 1.5 reveals that majority of the respondents said low self-esteem poses a serious hazard that might result in radicalization for students with disabilities (A 55.0% and S.A 26.0%).

| Table 1.6: Q2 |
| Responses | A | D | N | S.A | S.D |
| Q2: Battling with a sense of identity in a society is a key feature causing violence and extremism among students with disabilities. | 58.0% | 15.0% | 11.0% | 14.0% | 2.0% |

Table 1.6 indicates that majority of the respondents said battling with a sense of identity in a society is a key feature causing violence and extremism among students with disabilities (A 58.0% and S.A 14.0%).

| Table 1.7: Q3 |
| Responses | A | D | N | S.A | S.D |
| Q3: Students with disabilities may become radicalized for reasons, including mental health issues. | 46.0% | 8.0% | 16.0% | 30.0% | 0.0% |

Table 1.7 depicts that majority of the respondents said students with disabilities may become radicalized for reasons, including mental health issues (A 46.0% and S.A 30.0%).

| Table 1.8: Q4 |
Responses  A  D  N  S.A  S.D
Q4: Experiences of racism and ethnic background is a significant factor leading towards violence and extremism in disabled students. 49.0%  21.0%  17.0%  9.0%  4.0%
Table 1.8 illustrates that majority of the respondents said experiences of racism and ethnic background is a significant factor leading towards violence and extremism in disabled students (A 49.0% and S.A 9.0%).
Table 1.9: Q5
Responses  A  D  N  S.A  S.D
Q5: Bullying in schools also promotes violence and extremism in students with disabilities. 49.0%  15.0%  13.0%  21.0%  2.0%
Table 1.9 reveals that majority of the respondents said bullying in schools also promotes violence and extremism in students with disabilities (A 49.0% and S.A 21.0%).
Table 1.10: Q6
Responses  A  D  N  S.A  S.D
Q6: Traumatic life events such as bereavement can also cause radicalization among students with disabilities. 48.0%  9.0%  22.0%  20.0%  1.0%
Table 1.10 shows that majority of the respondents said traumatic life events such as bereavement can also cause radicalization among students with disabilities (A 48.0% and S.A 20.0%).
Table 1.11: Q7
Responses  A  D  N  S.A  S.D
Q7: Perceptions of injustice also leads to radicalization in students with disabilities. 53.0%  7.0%  7.0%  33.0%  0.0%
Table 1.11 indicates that majority of the respondents said perceptions of injustice also leads to radicalization in students with disabilities (A 53.0% and S.A 33.0%).
Table 1.12: Q8
Responses  A  D  N  S.A  S.D
Q8: Lower Socio-economic status often leads to radicalization in students with disabilities. 37.0%  16.0%  15.0%  29.0%  3.0%
Table 1.12 depicts that majority of the respondents said lower socio-economic status often leads to radicalization in students with disabilities (A 37.0% and S.A 29.0%).
Table 1.13: Q9
Responses  A  D  N  S.A  S.D
Q9: Disabled students with poor impulse control tends to exhibit violence and extremism. 39.0%  15.0%  19.0%  25.0%  2.0%
Table 1.13 illustrates that majority of the respondents said disabled students having poor impulse control tends to exhibit violence and extremism (A 39.0% and S.A 25.0%).
Table 1.14: Q10
Responses  A  D  N  S.A  S.D
Q10: Conflict or rejection by family towards independent decision making often leads to violence and extremism. 63.0%  11.0%  9.0%  17.0%  0.0%
Table 1.14 reveals that majority of the respondents said conflict or rejection by family towards independent decision making often leads to violence and extremism (A 63.0% and S.A 17.0%).
Table 1.15: Q11
Responses  A  D  N  S.A  S.D
Q11: Pressure from peers associated
with extremism can be a cause of violence and extremism in students with disabilities. 66.0% 10.0% 6.0% 16.0% 2.0%

Table 1.15 shows that majority of the respondents said pressure from peers associated with extremism can be a cause of violence and extremism in students with disabilities (A 66.0 and S.A 16.0%).

Table 1.16: Q12

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<th>Responses</th>
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Q12: History of offences in disabled pupils frequently result in re-offending radicalization or violence. 46.0% 16.0% 26.0% 12.0% 0.0%

Table 1.16 indicates that majority of the respondents said history of offences in disabled pupils frequently results in re-offending radicalization or violence (A 46.0% and S.A 12.0%).

Table 1.17: Q13

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<th>Responses</th>
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Q13: Disabled students might be drawn to extremism through sources of internet and multi-media. 49.0% 18.0% 16.0% 17.0% 0.0%

Table 1.17 depicts that majority of the respondents said disabled students might be drawn to extremism through sources of internet and multi-media (A 49.0% and S.A 17.0%).

Table 1.18: Q14

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<th>Responses</th>
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Q14: Conflicts with religious beliefs and influence may also lead to violence and extremism. 50.0% 14.0% 19.0% 15.0% 2.0%

Table 1.18 illustrates that majority of the respondents said conflicts with religious beliefs and influence may also lead to violence and extremism (A 50.0% and S.A 15.0%).

Table 1.19: Q15

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<th>Responses</th>
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Q15: Childhood abuse and neglect is also, a major cause of violence and extremism among students with disabilities. 49.0% 18.0% 16.0% 17.0% 0.0%

Table 1.19 reveals that majority of the respondents said childhood abuse and neglect is also a major cause of violence and extremism among students with disabilities (A 49.0% and S.A 17.0%).

Table 1.20: Q16

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<th>Responses</th>
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</table>

Q16: Inadequate academic performance in schools are also associated with violence and extremism in disabled students. 49.0% 14.0% 15.0% 21.0% 1.0%

Table 1.20 shows that majority of the respondents said inadequate academic performance in schools is also associated with violence and extremism in disabled students (A 49.0% and S.A 21.0%).

Table 1.21: Q17

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<th>Responses</th>
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<th>S.A</th>
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</thead>
</table>

Q17: Proper legislation and national policy on preventing and countering violence and extremism is mandatory in domains of education. 45.0% 3.0% 5.0% 47.0% 0.0%

Table 1.21 indicates that majority of the respondents said proper legislation and national policy on preventing and countering violence and extremism is mandatory in domains of education (A 45.0% and S.A 47.0%).
Table 1.22: Q18
Responses A D N S.A S.D
Q18: Development of centers, teams, cells, platforms or campaigns are helpful for implementation of policy against radicalization in schools. 47.0% 4.0% 12.0% 37.0% 0.0%
Table 1.22 depicts that majority of the respondents said development of centers, teams, platforms or campaigns are helpful for implementation of policy against radicalization in schools (A 47.0% and S.A 37.0%).

Table 1.23: Q19
Responses A D N S.A S.D
Q19: Providing moral support and encouragement to teachers to educate students with disabilities about violence and extremism is an important step for prevention of radicalization. 47.0% 0.0% 8.0% 45.0% 0.0%
Table 1.23 illustrates that majority of the respondents said providing moral support and encouragement to teachers to educate students with disabilities about violence and extremism is an important step for prevention of radicalization (A 47.0% and S.A 45.0%).

Table 1.24: Q20
Responses A D N S.A S.D
Q20: Curriculum should be adopted to current realities and pupil needs to counter violence and extremism in schools. 42.0% 0.0% 13.0% 45.0% 0.0%
Table 1.24 reveals that majority of the respondents said curriculum should be adopted to current realities and pupil needs to counter violence and extremism in schools (A 42.0% and S.A 45.0%).

Table 1.25: Q21
Responses A D N S.A S.D
Q21: Treatments based on evidence are required to be a rehabilitative strategy? Many traditional court-ordered interventions such as boot camp and group anger management sessions are helpful regarding this concern. 53.0% 5.0% 13.0% 29.0% 1.0%
Table 1.25 shows that majority of the respondents said treatments based on evidence are required to be a rehabilitative strategy? Many traditional court-ordered interventions such as boot camp and group anger management sessions are helpful regarding this concern (A 53.0% and S.A 29.0%).

Table 1.26: Q22
Responses A D N S.A S.D
Q18: In Punjab, specific schools and centers for radicalization victims must be able to offer counselling services. 55.0% 0.0% 9.0% 36.0% 0.0%
Table 1.26 indicates that majority of the respondents said in Punjab, specific schools and centers for radicalization victims must be able to offer counselling services (A 55.0% and S.A 36.0%).

Table 1.27: Q23
Responses A D N S.A S.D
Q23: It is vital to form a committee that will provide the right check and balance on radicalization during school hours. 54.0% 1.0% 6.0% 39.0% 0.0%
Table 1.27 depicts that majority of the respondents said it is vital to form a committee that will provide the right check and balance on radicalization during school hours (A 54.0% and S.A 39.0%).

**Table 1.28: Q24**

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<th>Responses</th>
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<tbody>
<tr>
<td>Q24: Educators should support disabled students to think critically and embrace positive citizenship in order to prevent violence and extremism.</td>
<td>49.0%</td>
<td>1.0%</td>
<td>10.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Table 1.28 illustrates that majority of the respondents said educators should support disabled students to think critically and embrace positive citizenship in order to prevent violence and extremism (A 49.0% and S.A 40.0%).

**Table 1.29: Q25**

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<th>Responses</th>
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<tbody>
<tr>
<td>Q25: Education system should address the root causes of radicalization to tackle its underlying causes.</td>
<td>45.0%</td>
<td>3.0%</td>
<td>5.0%</td>
<td>47.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Table 1.24 reveals that majority of the respondents said education system should address the root causes of radicalization to tackle its underlying causes (A 45.0% and S.A 47.0%).

**Mean**

Maximum mean value was 2.62 and minimum mean value was 1.63 in response to the statement “Experiences of racism and ethnicity is also a major cause of violence and extremism in disabled students” and “Providing moral support and encouragement to teachers to educate students with disabilities about violence and extremism is an important step for prevention of radicalization”.

**T-test**

The p Value (0.166) which was higher than 0.05, shows that there is no statistically significant difference between male and female respondents' opinions in response to the statement “Conflict or rejection by family towards independent decision making often leads to violence and extremism”.

The p Value (0.070), which was higher than 0.05, shows that there is no statistically significant difference between male and female respondents' opinions in response to the statement “Traumatic life events such as bereavement can also cause radicalization among students with disabilities”.

The p Value (0.870) which was higher than 0.05, shows that there is no statistically significant difference between male and female respondents' opinions in response to the statement “Struggling with a sense of identity and belonging in a society is a key feature causing violence and extremism among students with disabilities”.

The p Value (0.320) which was higher than 0.05, shows that there is no statistically significant difference between male and female respondents' opinions in response to the statement “To be a rehabilitation system, therapies that are supported by evidence are required. For this aim, numerous traditional court-ordered therapies (such as boot camp and group anger management sessions) are beneficial”.

The p Value (0.393) which was higher than 0.05, shows that there is no statistically significant difference between male and female respondents' opinions in response to the statement “It is crucial to set up a committee to ensure a successful check and balance of radicalization during school hours”.

**Discussion**

The majority of respondents, as shown in Table 1.13, believed that disabled students who struggle with impulse control were more likely to engage in extremism and violence. The findings are in line with Silke's (2008) claim that a person's attraction to violent extremism is influenced by increased degrees of status
anxiety, impulsivity, self-assurance, and risk-taking. For young people who are deaf, radicalization is unquestionably a significant obstacle to academic success. According to Table 1.20, victims of radicalization are unable to attend school effectively and perform well.

As shown in Tables 1.7, 8, 12, and 16, the study's main findings indicate that mental health issues, racism and ethnicity, low social status, poorer academic performance, and problems with psychological health are all root cause of radicalization. According to Beebe & Mueller (1993), Morris & Morris (2006), and Skowyra & Cocozza (2007), among juvenile offenders, frequent risk factors include ethnicity, low socioeconomic level, poor academic achievement, and the existence of a psychological issue. These findings support these claims.

In the educational sectors, proper laws and a national strategy for preventing and combating extremism and violence are essential, as shown in Table 1.21. This primer focuses on UN Security Council Resolution S/RES/2178/2014, which slammed violent extremism and urged Member States to assist efforts to put longer-term fixes focused on tackling the root causes of radicalization and violent extremism, such youth empowerment, into action. The goal fills in as the establishment for the Game plan disclosed in January 2016 by the Secretary-General. Therefore, evidence-based treatments are necessary for a rehabilitation system to function. For this aim, conventional court-ordered therapy like boot camp and group anger management sessions are beneficial.

**Conclusion**

This study says that ideas, religious beliefs, political ideologies, and prejudices against particular racial or ethnic groups can all contribute to radicalization. If a child with a disability is recovering from a traumatic event, struggling with low self-esteem, having family conflicts, or having identity issues, they may be more likely to become radicalized. Additionally, extremism and violence frequently result from disagreement or family rejection of autonomy.

Many religions, political parties, human rights campaigners, educational institutions, and other organizations must promote tolerance and respect for variety in political perspective, faith, conduct, and social behavior. In order to support the peaceful administration of increasingly diverse communities, it is necessary to modify the procedures and institutions of both the current political settlement and any future ones. In addition, it is beneficial to avoid violence and extremism in schools to establish centers, teams, cells, platforms, or campaigns, provide counseling to those who have been radicalized, assist students with disabilities in acquiring critical thinking skills, and incorporate optimistic citizenship.

**Recommendations**

Following recommendations were made:

**Prevent Duty**

The government has set up a program called "Prevent" to help people who have been identified as being at risk of radicalization or extremism. Local authorities, healthcare professionals, the police, and members of the community are examples of partners who work together to assist individuals who are at risk of radicalization and provide individualized safeguarding measures to meet their requirements. Access to essential services, assistance with welfare, and mentoring are just a few of the other options available.

Support should be a top priority for communities that are inclusive, tolerant, and resilient: We must promote, support, and protect the role that communities play in addressing violent extremism's challenges. The empowerment of women in their roles, the involvement of young people and religious leaders, and the provision of secure locations for communities to establish legitimate, geographical responses to the problem of violent extremism are all essential.

School-based therapy:

Education has been used as a means of preventing violent extremism in both national and international
strategies. The education sector uses two different kinds of initiatives:

1. In an effort to address issues such as unemployment, exclusion, inequality, and so on, in order to make sure that every individual receives quality of education, or, to put it another way, some of the "root causes" of violence and extremism.

2. CVE programming that is location-specific and focuses on people who are more likely to be drawn to violence (for example, people who just converted to a new religion, certain ethnic or clan groups, people whose families are already connected to VE entities, etc.).

Acknowledgement
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Ethical Considerations

Ethical Approval
All procedures used in this study which necessitated involvement from humans adhered with the ethical standards outlined by the institutional or national research committee. No animal research performed by the authors are included in this paper.

Informed Consent
All study participants had the option of providing their informed consent when questioned.

Conflict of Interest
The study did not come across any conflicts of interest.

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