



Erasmus+



Word of Emotions Project

European collaboration to improve the competencies of adults for educate the emotional intelligence of preschool and primary school children – KA2 Erasmus+ "Adult Education Strategic Partnership" n. 2019-1-RO01-KA204-063537

Curriculum

**for train adults that care/educate preschool children
and from primary school with emotional problems**

PARTNERS INSTITUTIONS:



ASOCIATIA EU-RO-IN – ROMANIA



Alzira Municipality – SPAIN



Ankara Aile, Calisma ve Sosyal Hizmetler İl Müdürlüğü – TURKEY



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1. PRESENTATION

In the context of the horizontal priority regarding social inclusion , and also of the national priority in adult education for “improving and extending the supply of high quality learning opportunities tailored to the needs of individual low-skilled adults”, the project **Word of Emotions** tackles the situation of a disadvantaged category: the adults who care for children that have emotional problems (a situation especially within the families where the parents leave abroad to work and leave their children at home as in Romania- 300 000 persons ,Turkey-1mil.) but also the mono parental (as in Sweden,Italy,Spain) disorganised, conflictual, (where parents use violent methods for educate the children as in Romania where violence rate is 30% and in Turkey 40%.

As the problems regarding the social-emotional adjustment of children manifest in serious forms in all partners countries (violence, stress, school dropout, even suicide as in Sweden, Romania, Turkey, Italy) and also affect to a great extent (affectively, socially)the adults that care for them (parents, tutors) and solving them requires complex educational solutions, this project sets out to respond to these needs concerning the development of competences (emotion control, communicational, pedagogical, intercultural) of adults, but also improve the quality life and social inclusion for all these persons in risk of social exclusion.

1.1. Target groups:

1. The staff from educational and training centres for adults or social assistance, ONGs, kindergartens, municipalities, etc) that educate/train adults that care for

preschool and primary school children that have emotional problems parents, tutors).

The project addresses to needs:

- improve of staff competences regarding the education of adults who care for children with emotional problems concerning emotional intelligence education and to help these adults to face difficulties to manage their own emotional states;
 - using innovative non-formal methods for adults who care for children with emotional problem;
 - creation of materials & tools for be used to educate/ train adults who care for children with emotional problems;
 - knowing the best EU practices in the field;
2. Adults who care for/educate preschool and primary school children with emotional problems (parents or tutors of children that have their parents left abroad or come from single-parent, conflictual, disorganized or migrants families, or they are cared for by foster families).

The project addresses to needs:

- improvement of competences for control their emotion and educate/care for children with emotional problem;
- development of competences (pedagogical, empathic, intercultural, etc) to face difficulties for care their kids;
- to improve the quality life and social inclusion for all these persons, especially for families and individuals in risk of social exclusion;

This way, **Word of Emotions** project wants to help those persons who care for children with emotional problems and to give them a fair and high quality education, responding to their education needs in this field.

The project starts from the needs of institutions:

- Internationalization and improvement of their professional standards and EU dimension;
- improvement of education/training offered by the institutions with new methods and courses for adults who care for/educate children with emotional problems;
- development of capacity of international collaboration and management of EU projects.

1.1. Objectives:

- To improve the competencies of staff to provide education/training for adults who care for educate preschool and primary school children with emotional problems concerning emotional intelligence education and to help these adults to face difficulties to manage their own emotional states;
- To increase competencies of staff to provide support for adults who care for preschool and primary school children with emotional problems by using/creating innovative non-formal methods and tools to be used for develop emotional intelligence and improve quality life of adults who care for children with emotional problems;
- Enhancing the adults target group competencies (emotion control, pedagogical, empathic, intercultural) for educate/care children with emotional problem with a view to be able to face difficulties and to be able to intervene efficiently to improve their ability to emotional adjustment and social inclusion;

- Increase of life quality and social support for adults who care for children with emotional problem for improve their life and social inclusion.
- Provide a theoretical base that facilitates the understanding of terms of Emotional Education.
- Distinguish the different concepts on which Emotional Education is based.
- Clarify the contents and objectives of the subject or of this learning.
- Reflect the importance and need of Emotional Education.
- Offer guidelines and neutral and generalized recommendations to enhance a program in any classroom.
- Give guidance on the appropriate attitude to keep in class to facilitate expression and work with emotions.
- Offer tools or orientation material to carry out an Emotional Education program.
- To provoke curiosity and interests for Emotional Education.

2. Fundamental values and principles in curriculum's elaboration

So-called emotional problems are becoming a source of concern for families, schools and society in general. They appear when children - adolescents have to comply with certain norms and submit to a certain degree of discipline that means that they do not get immediate satisfaction.

Some oppositional behaviour is, at certain times, important for the development and formation of one's identity and the acquisition of self-control and personal development skills. However, there are boys and girls in whom the frequency and intensity of their

emotions are clearly above what could be considered normal for their age or reference group.

Most of the behaviour problems that children show can be explained as a maladjustment within their family, school or social context, but if it remains over time, the children who present it can be identified as problematic with the consequent label that In addition, it is usually accompanied by other problems that will hinder the possibilities of adaptation and normalization of its development.

Social changes in values and norms are currently occurring at breakneck speed.

Individualism and the achievement of well-being are on the rise immediate and permanent while effort and long-term work are clearly on the downside. As a consequence, there is usually little resistance to frustration that can trigger uncontrolled behaviour in the family, school and social spheres. This situation is one of the factors that is generating a constant increase in students with behavioural or emotional problems that interfere with their educational development, significantly affecting teachers and their own classmates.

On the other hand, the severity or intensity of behaviour problems is wide and ranges from more or less intense or uncomfortable daily problems to behavioural disorders collected in international classifications. Much of these problems occur as early as childhood and in many of them the progression of their severity can be observed. Therefore, the educational guidelines and the moments of intervention are an important element in the prevention or development of said problems.

This guide is designed to address these issues.

Addressing children with disruptive behaviour or behaviour disorders is always complex and in most cases challenging. Difficulties arise in many areas: generally complicated situations and problems, lack of cooperation from the children themselves and from the adults involved or little institutional support, among others. Interventions are usually long and expensive since they involve a change in attitudes and behaviour patterns. Furthermore, the professionals involved do not always have sufficient preparation nor can they dedicate the necessary time and attention. However, the

treatment of this problem represents an opportunity for change and an improvement both for the child and for the companions and adults who live with it.

Interventions in behaviour problems require coordinated and joint work by all the agents involved in the child's psychosocial development. At the preventive level, actions and programs aimed at parents and the school environment are necessary to provide the child with a healthy and welcoming environment. These programs are usually effective, especially those that they are based on empirical data and are aimed at improving self-control, preventing violence, promoting adequate resolution strategies conflict, develop a positive self-concept, improve social and school competence and increase tolerance and respect for diversity.

When the problem arises, the intervention will depend on Inverse aspects and circumstances such as the child's age, general condition, symptoms that appear in addition to the topography and functionality of the behaviours. The objectives of the intervention will be aimed at increasing the child's competence to solve her own problems, improve her communication skills and manage her impulsive behaviours. Regarding the family, the interventions will be aimed at introducing changes in family dynamics, improving communication among its members and reducing maladaptive behaviours. In the school context, the actions will be aimed at increasing the communication skills of teachers regarding relationships with their students, as well as increasing knowledge and competence in the identification and management of behaviour problems effectively. At the same time, it will be necessary to carry out specific work with the group of colleagues who are inevitably involved in the problem.

3. Sessions

Number of training hours

40 hours of theory

30 hours of practice

10 hours of IT

The final number of training sessions should be adapted to the level of professional level of knowledge of participants.

4. Content of the curriculum

Emotional education is essential for the integral development of children with special needs, as in the case of any other human being. Emotional well-being has a key impact on our quality of life. Although we live in a rational world, which tends to value everything in terms of cognitive abilities, the truth is that a training focused exclusively on the intellectual sphere will necessarily be unbalanced, as it will leave one of the fundamental fields of our development abandoned. We are reason and emotion, head and heart.

This is a support document for people who care for children with disabilities and emotional problems and is intended to promote the application of various measures that promote emotional education in their entities. It has been developed with a multidimensional and systemic approach, aimed at the institution and the environment, professionals and family members and, of course, disabled children with emotional problems.

This document is based on different proposals for action, which can and should be adapted to the reality of each institution, each professional, each group or each individual person. From them, many other intervention proposals can be elaborated later, with the only limit that is marked by the imagination of the corresponding professional.

The curriculum, therefore, is not a closed program but quite the opposite, a proposal, an orientation, a kind of recipe book, with practical suggestions for intervention, which can be used systematically, following the steps outlined here, or in a independent and separate, using certain activity sheets and materials depending on the needs of each moment. In short, we try to teach how to fish more than to provide rods.

We hope that this tool contributes to improving the emotional lives of children with special needs and those who live with them, with the ultimate purpose of increasing their subjective well-being, which is nothing more than the term in which Positive Psychology refers to the happiness.

5. Description of emotional problems

5.1 Retreat

Retracted, inhibited, isolated, prefers to be alone, reserved, not very active.

It refers to shy boys and girls and / or with difficulties in social relationships, introverts, and little assertive. They have a behavior pattern characterized by a deficit in interpersonal relationships and a stable and marked tendency to avoid or escape from contact with other people.

For this reason they prefer to be alone, they speak little and are inhibited in their social behavior and behavior.

5.2 Somatisation

He/She complains of discomfort, headaches, stomach pain, missing class due to illness.

Somatisation is the physical expression of discomfort in children without fully justifiable medical causes. Children often complain of various symptoms that do not allow them to function properly, such as headaches, abdomen, back and chest pain.

They often miss class due to illness, due to the numerous physical discomforts they present.

5.3 Anxiety

Anxious, nervous, fearful, insecure, worried, alert about what they think of him/her.

State of uneasiness and nervousness in a specific situation or permanently. It manifests itself in boys and girls as nervousness, restlessness and inner tension, as well as with some alertness and concern about what they think of themselves or what may happen to them. They are fearful and insecure children, especially in specific situations that create insecurity, hiding or fear.

5.4 Child-Dependent

Childish, dependent, immature, prefers younger children, low self-esteem.

It is a type of behavior or set of behaviors that children present repeatedly and that does not correspond to what is “expected” or normative for their developmental age. These children show behaviors typical of other smaller ones, such as whining, dependence on adults, they play with younger children ... Emotional and school immaturity is also typical of infantilism. These children feel insecure with their peers and have low self-esteem.

5.5 Thinking problems

A weird thought, difficult to catalog, speaks or says inconsistent things, atypical.

These are qualitatively different children in their cognitive development, and generally, social and verbal. The development is atypical since they are small and they surprise by the inadequate or incoherent of their reasoning, and by a verbal language devoid of

logic. Mental and verbal disorganization indicates a major problem at the level of mental (cognitive) structure.

5.6 Attention-Hyperactivity

Attention problems, inattentive in class, not concentrating, distracted by everything, very moved, does not stop, very active and restless.

Children with difficulties concentrating and paying attention, both in class and outside of it. All stimuli attract their attention and are easily dispersed, without being able to perform tasks.

They are usually much more active or impulsive than is expected for their age. They have little patience in difficulties and little tolerance for frustration. These behaviors contribute to causing significant problems in learning and in social relationships. Sometimes they are seen as difficult or behavioral children.

5.7 Disruptive Behaviour

Bad behavior, lies, swears words, plays tricks, answers, annoys in class, attracts attention.

It is about disruptive behavior in the classroom. They are children whose behavior follows a pattern of lack of discipline and disobedience, who often lie, answer educators and say foul words to others. They tend to miss class without authorization from adults and, in general, they annoy, attract attention and oppose the established norms, disturbing the progress of the class.

5.8 Academic performance

He does not study, does not do homework, does not work, is lazy, lacks motivation, is not interested in school work.

These are boys and girls with academic performance below the expected average for their age, without intelligence being the source of the problem. They are apathetic and indifferent to study.

They have no motivation or interest in learning, and it all seems like too much work to them. For this reason, they hardly get ready or make any effort in any activity.

5.9 Depression

Sad, depressed, bored with everything, apathetic, crying frequently.

Affective situation of sadness in greater intensity and duration than what is expected in a boy or girl. It manifests itself as boredom, lack of a sense of humor, low self-esteem, apathy for things and feeling of not being loved. They are boys and girls with easy crying and few things give them pleasure or fun, or only momentarily.

5.10 Violent Conduct

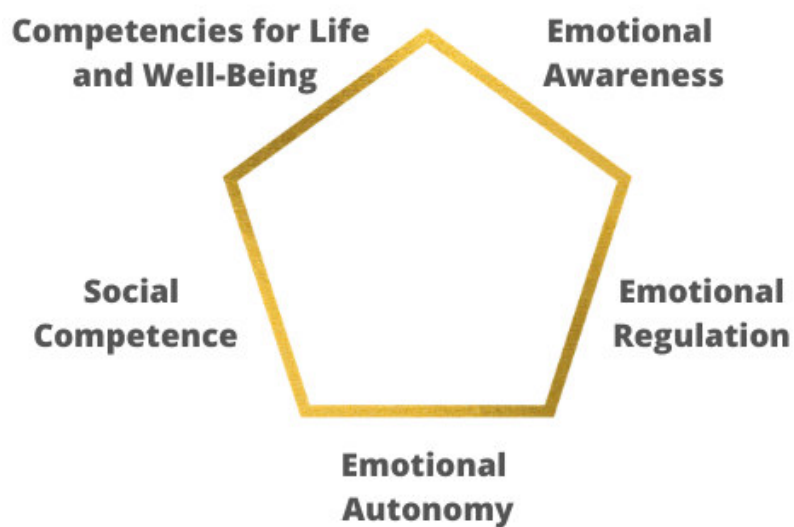
Very aggressive and violent, boastful, cruel, assaults others, mocking, threatens others, steals.

Highly aggressive behaviors with awareness of doing physical or mental harm to another. These boys and girls are hardly guilty or sorry for it. It has various behavioral manifestations: robbery, threats, beatings, teasing, humiliation, harassment, vandalism or cruelty to animals. Their behavior is boastful and, especially in the elderly, some of their behavior is on the verge of breaking the law.

6. Detailed training contents of competencies

Emotional competencies can be defined as a set of knowledge, capacities, abilities and attitudes necessary to understand, express and appropriately regulate emotional phenomena. To get emotional intelligence it is essential to know what abilities, skills

and attitudes must be acquired or, what is the same, what emotional competence must be worked and acquired. For this, the GROU group (Research Group on Educational Psychology Orientation) proposes the pentagonal Model where the five emotional competencies that they believe must be worked on to achieve Emotional Intelligence.



These five competitions, in turn, are divided into different skills.

6.1. Emotional awareness: it is related to the aspects of Emotional Perception and Emotional Understanding.

- Awareness of own emotions: perceiving, identifying and labelling feelings and emotions. For example, being aware that you are jealous even if you don't want to feel or recognize it.
- Give your own emotions a name: use the appropriate vocabulary and emotional expressions. Ex.: smiling and seeing and making others see positively when you are happy.
- Understanding the emotions of others: accurately perceiving the emotions and points of view of others and engaging empathetically. Ex.: a child is bullied,

seeing that he is sad and perceiving that he does not want to go to class, encouraging him to go to class and defending him against bullies.

6.2. Emotional regulation: This competence would be related to Emotional Integration and Emotional Regulation.

- Become aware of the interaction between emotion, cognition and Behaviour: knowing that an emotion can influence the attitude or the action that is carried out, and vice versa, so you must act with awareness of it and with reason. Ex: being angry with someone in class, knowing that this anger can affect the development of a group activity, and thinking how not to do it, changing the attitude not letting the anger influence the rest of the class.
- Emotional expression: being aware that what you feel does not always have to coincide with what you express. Ex: in a conversation where someone is telling something that causes them pain, not laughing or making fun of another person.
- Emotional regulation: regulate impulsiveness, tolerate frustration in order to prevent negative emotional states and overcome difficulties, defer rewards, etc. Ex: when someone is coming to make noise for a tic, know that it will stress you, prevent and regulate a violent impulse. Express it calmly and in dialogue to ensure that this dialogue takes effect in the long run and understand, contrary to what is achieved through a scream or violence.
- Coping skills: coping with negative emotions by changing their intensity and duration through self-regulation. Ex: count to ten when inappropriate action is expected, as in the previous example.
- Competence to self-generate positive emotions: voluntarily and consciously experience and enjoy positive emotions and self-manage them. Ex: being alone at recess and approaching a class group to play with them. Clapping Chair: Thank someone in class for something.

6.3. Emotional autonomy: emotional self-management.

- Self-esteem: Ex: feeling able to carry out or understand a problem of divisions just explained.
- Self-motivation: get emotionally involved in different aspects of daily life. Ex: when the class is asked something in general, raise your hand to answer.
- Positive attitude: building you and society, optimism, strength and security to face challenges. Ex: helping the partner with an exercise they do not understand.
- Responsibility: make safe, healthy and ethical decisions, position and take responsibility for it. Ex: helping someone who is suffering bullying.
- Emotional self-efficacy: ability to feel as you want, to accept what you have lived because it coincides with what you want to live. Ex: go play with friends when you are sad to rejoice.
- Resilience: facing difficult life situations. Ex: let the separation of the parents affect in the least your day to day.

6.4. Social competence:

- Master basic social skills: Ex: say hello when entering class, respect the turns to speak raising your hand, etc.
- Respect for others: accepting, appreciating and valuing differences and rights. Ex.: be interested in how good morning is said in the other person's language (in Arabic, in morse...).
- Responsive communication. Ex: hearing a partner speak slower than normal and with a sad face, listen when he tells you what is happening to him and know that he is sad and not in the mood for anything.
- Expressive communication: initiate and maintain conversations about feelings, verbally and non-verbally. Ex: being bad and asking a friend to listen to you and it helps, to have a conversation about it and let me advise you.
- Sharing emotions: the structure and nature of relationships are defined for emotional immediacy or sincerity and for reciprocity. Ex: the relationship

between equals (sincere and reciprocal) is different from that of father / mother-son / daughter (asymmetric).

- Pro-social behaviour and cooperation. Ex: speaking shift, work egalitarian in group, lend the paintings, etc.

- Assertiveness: balance between aggressiveness and passivity, defending and expressing rights, opinions and feelings, being firm in decisions, not being influenced or make decisions in moments of tension. Ex: being an active person participating in the classroom but respecting and claiming the right to speak, say "no" to drugs.

- Prevention and resolution of conflicts: identify a problem, evaluate it, face it positively through thoughtful constructive solutions, and negotiate peacefully and taking into account the point of view and everyone's feelings. Eg: bullying prevention valuing differences as a resource and giving importance to similarities, respect and equality of rights.

6.5. Life and wellness skills:

- Set realistic and positive adaptive goals. Ex: read faster.

- Taking decisions taking into account ethics, society and security and taking responsibility for them. Ex: sign up for a basketball team and go to all training sessions without leaving school.

- Critical analysis of social norms. Ex: shouting if help is needed for being locked in the bathroom, even if you can't raise your voice at school.

- Seek help and resources, identify the need for support and know how to access the appropriate ones. Ex: if it is small, when breaking a book and separating the pages, do not ask for help from a classmate, ask the teacher.

- Active, critical, civic, responsible and committed citizenship where rights and duties are recognized, participation in the system, etc. and it develops starting from the local context but it opens up to wider ones. Ex: participate enjoying and creating in school activities.

- Subjective well-being: consciously enjoy and enjoy subjective well-being and transmit it. Ex: being happy and, therefore, asking parents to play a board game.
- Flow: create excellent experiences. Ex.: helping each other with the partner next to them.

7. Methods:

The main and almost only method that is used or should be used in Emotional Education is the practical one. Emotions and feelings, even when in the same situation, change according to the people who are involved in the interaction, so not all the answers will be the same, nor will the same emotions be experienced. That is why it is one / oneself / one who must experience different situations of daily life, know the responses or emotions that he / she is going to give and, based on that, act.

Therefore, Emotional Education must be active and participative on the one hand, but, in addition, it must employ various techniques that promote cooperative learning. Most of the emotions are given as a reaction to an interaction with the environment or society, so it is essential to experience different emotions that can occur in these situations and, for that learning to be more real, in a similar field that can be in teamwork. In cooperative learning, you interact with other people, which can lead to different emotions, but it also teaches you to adapt and regulate yourself. Not only that, the techniques must be varied since it must be borne in mind that not all people learn in the same way, that not all paths are valid for everyone. So if what you want is for learning to be meaningful and

Effectively, the same content must be worked in a different way, adapting to the characteristics of the recipient (cooperative games, role-playing, debates, etc.).

7.1. Scope:

Emotional Education is continuous and permanent, so its scope is wide and variable; it can be formal as non-formal, conscious as unconscious, direct or transversal, experiential or theoretically, etc. Therefore, it can be said that Emotional Education is at all times and in all places.

However, it is essential that the contents and strategies are appropriate to the age and the objective of the recipient for it to be effective.

In the same way, the application of Emotional Education must be done in all day-to-day situations and in an age and context-appropriate manner. However, the educational, family and communication media fields are the most relevant.

7.2. Education:

From a more formal setting, it is easier to educate emotional skills directly and consciously. These situations do not occur between friends or in the family environment normally, since the emotions that are felt in those areas are more momentary and involuntary. For this reason, the school gives rise to forcing situations to work on different emotional aspects while offering real and unconscious life experiences useful as an example or as a basis for working in the spaces created for Emotional Education.

In the field of education there are two options:

to work on Emotional Education in a transversal way in all or in most of the educational areas or subjects, or to take advantage of the tutoring hours and dedicate them to this learning. Even with everything, every teacher must take into account that indirectly, whether he or she is teaching Emotional Education or not, it is a benchmark for students, so their attitudes in class will serve as a basis and a model. Therefore, if a teacher maintains a peer-to-peer relationship with his students, cares for them, helps them or makes them creators of his own knowledge, he will receive the same treatment from the class and among them they will also reflect those attitudes and those values.

7.3. Family:

The family is an area where emotional interaction is essential and, therefore, is extremely important for the development of intelligence and emotional education. "The strong emotional ties between parents and children make it necessary for each other to learn to be emotionally intelligent in order to achieve a better life for all". But it must be borne in mind that parents are the referents of children, so they will also be in emotional development. That is why parents must have a conscience and emotional skills developed to help your children later. However, in many occasions such education occurs indirectly and unconsciously, since the aforementioned ties are structured from before the baby is born. In this sense, the empathy is the competition that works the most and that occurs most in these situations, since parents try to know what happens to the baby when he cries, they worry when the son arrives sad from school, etc. But it is that, in addition, ties with the family can be very enriching if there are both physical and verbal signs of affection between parents and children, since this usually prevents antisocial behaviours and unsatisfactory interpersonal relationships.

Apart from all this, for Emotional Education to bear more fruit, communication between the family and the school is necessary, since it can help to understand the child's attitudes and feelings, as well as contrast information and enrich themselves with the comments or advice from the other.

7.4. Media:

The media are very influential in society, nowadays most people make use of them and, therefore, they can be a good instrument to apply Emotional Education or, at least, contribute to it. However, and being its possible contribution undeniable, at the moment said wealth is not used.

Regarding the audio-visual media, it is worth mentioning that, although there are programs or broadcasts that work directly or indirectly on Emotional Education, there are very few quality programs that work on emotional competencies or, what is the same, that develop the Emotional intelligence. It is also true that in sometimes the

indirect work that is done through some programming is not adequate, does not teach how to properly manage emotions and does not have the aforementioned ethical basis. These are the television programs that have the most repercussion and that, therefore and due to the little importance that is given today to Emotional Education, they have more influence. In the same way, social networks are a widely used instrument that have a lot of influence on people with ages susceptible to manipulation, but that can be used ineffectively and inadequately.

7.5. Learning objective

OBJECTIVES OF EMOTIONAL EDUCATION	
Develop self-awareness and self-management skills to achieve success.	Identify and regulate your own emotions and behaviours.
	Recognize personal qualities and supports external.
	Demonstrate skills related to achieving personal and academic goals.
Use social awareness and interpersonal skills to establish and maintain positive relationships.	Recognize the feelings and perspectives of others people
	Recognize the similarities and differences between individuals and groups.
	Utilizar habilidades de comunicación y competencias sociales para interactuar de forma efectiva con los demás.
Demonstrate decision-making skills and behaviors responsible in personal, school and community contexts.	Demonstrate the ability to constructively prevent, manage, and resolve interpersonal conflict
	Consider ethical, safety and social factors when making decisions.
	Apply decision-making skills to deal responsibly with everyday academic and social situations.
	Contribute to the well-being of the school and its own community.

7.6. Contents

Although the contents must be appropriate for the recipients, all of them must have common base themes in order to then choose the specificity, vocabulary and importance of each one. These bases are specified distinguishing 8 essential and referential aspects that coincide with the competences emotional pentagonal model.

7.6.1. Conceptual framework of emotions:

- Concept of emotion: “it is a complex state of the organism characterized by an excitement or disturbance that predisposes to an organized response. Emotions are generated in response to an external or internal event”.
- Affective phenomena.
- Types of emotions.
- Characteristics of the main emotions.
- Nature of emotional intelligence.

7.6.2. Emotional awareness: it is the first step to acquire emotional skills.

- Awareness of one's emotions through observation and experimentation (self-awareness).
- Awareness of other people's emotions through observation (heteroconsciousness).
- Differences between thoughts, actions and emotions.
- Causes and consequences of emotions.
- Evaluation of the intensity of emotions.
- Language of emotions.

7.6.3. Emotional regulation: it is related to coping strategies.

- Differences between regulation and repression.
- Techniques and strategies to tolerate frustration, manage anger, etc.

7.6.4. Emotional autonomy: maintaining affective relationships between dependency and disengagement.

- Differences between dependency and disengagement. Features, reasons.
- Types of attachment related to the nature and vision of oneself and others and characteristics of behaviour
- Types of relationships: primary (with parents), secondary (family, teachers, friends) and tertiary (partner, at-risk group mates).
- Self-concept, self-esteem, self-motivation, self-efficacy, positivity, responsibility.

7.6.5. Socio-emotional skills: includes social and emotional skills, being the second most intimate and most private.

- Social skills (empathy, listening, looking, respect, etc.).
- Interpersonal communication.
- Types of behaviour: ex aggressive, passive (expresses negative feelings or states, avoids conflict), assertive ("adopt a diplomatic strategy to ensure that your rights are respected").
- Negotiation.
- Prosociality: helping a person without expecting a reward in return.
- Prevention and positive solution of conflicts.

7.6.6. Emotional well-being: it is the final objective of emotional education.

- Strategies: to organize and develop oneself, to relate effectively, to organize in specific situations.
- Flow.

7.6.7. Applications of Emotional Education:

Everyone should know in what situations and how to apply what they have learned through Emotional Education since the day to day is based on it. Therefore, you should be aware of when to use which strategies.

8. The development of emotional intelligence in the school context

Emotional intelligence and social skills are key aspects from the educational point of view, since they contribute to and benefit the entire teaching-learning process. These skills can be acquired from an early age and help children develop a wide range of social and emotional skills. This approach induces the possibility of managing emotional intelligence in the educational field, establishing that learning should not be limited only to logical-mathematical and linguistic skills, but to other skills that promote social interaction. In this sense, it is important to take into account the importance of the role of the teacher in early childhood education, since this can be considered as the almost absolute model of emotional intelligence of the child, hence the importance of monitoring and regulating, by the teacher, the affective tone that surrounds her communication with students. In the early years, the force of teacher-child interaction becomes so relevant that without it, it would be difficult for the child to grow in emotional intelligence due to the lack of mediated affective learning experiences.

However, classrooms do not always promote activities related to the knowledge and management of emotions. Teachers have focused on the quantitative dimension of the conceptual and procedural content, neglecting the attitudinal, which are those that allow the most affective and behavioural component of harmonic interrelation to be evidenced in the school environment, this favours the education of people with a good intellectual capacity but with few emotional adjustments and poor social skills that will determine profiles of immature, insecure, irritable children or unable to act actively and creatively in their social environment.

On the other hand, the lack of emotional intelligence can generate deficiencies in the intellectual capacities of children, deteriorating their ability to learn.

In the school context, it is not difficult to identify students with these problems, since they present the following characteristics: high degrees of anxiety, impulsiveness, conflict, avoidance of contact with others in the classroom or at recess, relationship only with children who do not they have almost friends, they find it difficult to establish conversations or deal with others, they are less popular, pessimism, and they see the failure and rejection as a personal defect.

Despite this, many teachers currently focus on developing logical-mathematical skills and forget to develop the affective-emotional dimension as a basic part of the curriculum because it is abstract and impossible to measure objectively. However, taking advantage of emotional intelligence does not it involve avoiding disturbances, but maintaining balance, and recognizing and accepting our own feelings and those of others?

For this reason, the work of the socio-emotional dimension in the activities carried out within the classroom is of utmost importance, where the teacher must offer her students strategies to identify their own feelings and emotions.

Here are some activities that can be carried out in the classroom to promote the development of emotional intelligence:

- The narration, representation and understanding of tales and stories of fantastic or real characters, distant or close to the child's life. These are considered as an opportunity to experience and learn about human feelings. The characters are presented as happy, joyous beings, which control their reactions for personal benefit and that of others.

Children can discover what aspects or situations make these characters feel the way they do, how feelings motivate their behaviour, either in a correct or disproportionate way, and how they resolve the conflicts presented in the story. Literature, according to defenders of emotional intelligence, is probably one of the school tasks that can best affect affective skills.

- The artistic contents: painting, music and theatre also play a relevant role in this line. The child in drawing and painting projects her feelings, emotional maladjustments and the cognitive interpretation that she has on her emotional life. Music requires you to regulate the rhythms and adapt your mood to different melodies. Finally in the theatre, the child projects her emotional energy, personal security, and creativity in expressing her feelings.

8.2. Emotional literacy at school

The objectives that are pursued with the implantation of emotional intelligence in the school would be the following:

- Detect cases of poor performance in the emotional area.
- Know what the emotions are and recognize them in others.
- Classify emotions: feelings, moods ...
- Modulate and manage emotionality.
- Develop tolerance to daily frustrations.
- Prevent drug use and risky behaviors.
- Adopt a positive attitude towards life.
- Develop empathetic behavior.
- Prevent interpersonal conflicts.
- Promote the development of decision-making capacity.

To achieve these objectives, the figure of a teacher with specific qualities is necessary: a balanced model of emotional coping, empathic skills, peaceful resolution of conflicts, reflective, a source of learning for his students. The teacher must be able to transmit appropriate emotional coping models to different interactions. The tutor must develop some functions linked to the development of emotional intelligence:

- Perception of the needs, motivations, interests and objectives of the students.
- Help students set personal goals.
- Facilitate the decision-making process and personal responsibility.

- Personally guide the student.
- Establish a positive emotional climate, offering personal and social support to increase students' self-confidence.

We can affirm, then, that emotional literacy refers to the specific programs that are intended to facilitate the development of emotional intelligence, of the abilities that a person has to relate effectively with herself and with her family, colleagues, teachers or other people in her environment. Communicating your needs accurately, asking for help, managing anxiety, taking an active role and controlling your language, or even accommodating the way of relationship and living with others according to rules, become basic skills to develop and we can influence them from early attention.

A specific emotional intelligence program will be aimed at working on all its components: emotions, thoughts and behaviours, self-acceptance, problem solving and interpersonal relationships:

- Emotions. The first step will be to learn to identify and label your own emotions, develop an emotional vocabulary, assess its intensity and manage your emotional reactions by identifying appropriate ways to express them.
- Thoughts and behaviours. Children should understand the mutual relationship between their thoughts, emotions and behaviours. Everyone's motivation to achieve must be developed so that they can gain confidence in what they do and ask for help only when they need it. Control emotions it means having the ability to delay gratification and curb impulsiveness.
- Self-acceptance. The main thing is that children develop an unconditional acceptance of themselves and of others. To this end they will learn to know each other better, recognizing what are the strengths and weaknesses, learning to accept themselves regardless of their mistakes, weaknesses, performance... .
- Problem solving. From an early age they have to learn that there are different types of situations and that each one will require differentiated responses. Additionally, they will learn to identify different problem-solving alternatives. All

this will aim to learn how to make convenient decisions when faced with the problems of everyday life.

- Interpersonal relationships. Are based on self-control and empathy, involving the development of social competence, cooperation and friendship ties. Children must learn to put themselves in the other's shoes and communicate appropriately with adults and with their peers.

9. Characteristics of emotional competence

Emotional competence (sometimes plural: emotional competencies) is a broad construct that includes various processes and causes a variety of consequences. It is spoken of as the set of knowledge, capacities, abilities and attitudes necessary to understand, express and regulate

appropriate emotional phenomena.

Among the emotional competencies two major blocks can be distinguished:

- a) abilities of self-reflection (intrapersonal intelligence), which help us identify our own emotions and regulate them appropriately;
- b) ability to recognize what others are thinking and feeling (interpersonal intelligence), referring to social skills, such as empathy, capturing non-verbal communication, etc.

9.2. Emotional awareness

Ability to understand one's own emotions and the emotions of others, including the ability to capture the emotional climate of a given context.

- Awareness of own emotions: ability to accurately perceive, identify and label your own feelings and emotions.

This includes the possibility of experiencing multiple emotions. At higher maturity levels, we must bear in mind that one may not be aware of one's feelings due to selective inattention or unconscious dynamics.

- Naming your own emotions: Ability to use the emotional vocabulary and expressive terms available in a culture to label your own emotions.
- Understanding the emotions of others: competence to accurately perceive the emotions and perspectives of others, and to know how to use the situational and expressive keys (verbal and non-verbal communication) that have a certain degree of cultural consensus for emotional meaning. It also refers to empathic involvement in the emotional experiences of others.

9.3. Emotional regulation

Ability to manage emotions appropriately. It involves becoming aware of the relationship between emotion, cognition and behaviour, having good coping strategies, the ability to generate positive emotions, among others.

- Become aware of the interaction between emotion, cognition and behaviour: emotional states affect behaviour and these affect emotion; both can be regulated by cognition (reasoning, consciousness).
- Emotional expression: ability to express emotions appropriately.
- Ability to understand that the internal emotional state does not need to correspond with the external expression, both in oneself and in others. At more mature levels, understanding that one's emotional expression can impact others, taking it into account when introducing himself.
- Capacity for emotional regulation: own feelings and emotions must be regulated. This includes self-monitoring of the impulsiveness (anger, violence, risk behaviours) and frustration tolerance to prevent negative emotional states (stress, anxiety Depression).
- Coping skills: competence to face negative emotions through the use of self-regulation strategies that improve the intensity and duration of such emotional states.

- Competence to self-generate positive emotions: ability to voluntarily and consciously experience positive emotions (joy, love, humour, flow), and to self-manage their own subjective well-being for a better quality of life.

9.4. Personal autonomy (self-management)

Within personal autonomy, a set of characteristics related to personal self-management are included, among which self-esteem, a positive attitude towards life, responsibility, the ability to critically analyze social norms, the ability to seek help and resources. , as well as emotional self-efficacy.

- Self-esteem: having a positive image of yourself, being satisfied with yourself, maintaining good relationships with yourself.
- Self-motivation: ability to self-motivate and get emotionally involved in various activities of personal, social, professional, free time life, etc.
- Positive attitude: ability to self-motivate and have a positive attitude towards life. Constructive sense of self (self) and society, feeling optimistic and powerful (empowered) when facing daily challenges, and intention to be good, fair, charitable and compassionate.
- Responsibility: purpose of engaging in safe, healthy and ethical behaviours, and assuming responsibility in decision making.
- Critical analysis of social norms: ability to critically evaluate social, cultural and mass media messages related to social norms and personal behaviours.
- Seek help and resources: competence to identify the need for support and assistance, and know how to access the appropriate available resources.
- Emotional self-efficacy: emotional self-efficacy ability, where the individual feels as he wants to feel. That is, emotional self-efficacy means that one accepts his own emotional experience, whether it is unique and eccentric or culturally conventional, agreeing with the individual's beliefs about what constitutes a desirable emotional balance. In essence, one lives according to his "personal theory of emotions" when

he demonstrates emotional self-efficacy that is in keeping with one's own moral values.

9.5. Life skills and well-being

Ability to adopt appropriate and responsible behaviours regarding the solution of personal, family, professional and social problems, all to enhance personal and social well-being.

- Problem identification: ability to identify situations that require a solution or decision and assess risks, barriers and resources.
- Set adaptive goals: competence to set realistic and positive goals.
- Conflict resolution: willingness to face social conflicts and interpersonal problems, providing positive and informed solutions to problems.
- Negotiation: resolve conflicts in peace, considering the perspective and feelings of others.
- Subjective well-being: consciously enjoy subjective well-being and try to transmit it to the people with whom you interact.
- Flow: generate optimal experiences in professional, personal and social life.

10. Programs for the development of emotional intelligence

The programs of emotional education or for the development of emotional intelligence group as many socio-affective models as of social skills, assuming to a greater or lesser extent contents of one or the other model. In this module, we will review some of the most representative programs within this dimension.

10.1. Importance of Emotional Intelligence Development Programs

Currently there are programs that try to promote, develop and improve Emotional Intelligence. His philosophy stems from the fact that until recently, in the educational field there has been a curricular emphasis focused exclusively on the development of eminently cognitive functions such as memory, reasoning, perception, the intellectual

functions of analysis-synthesis, etc. However, there has been little or no interest in the emotional aspect of individuals. Although since Descartes, our studies from cognitive psychology have been consistent in the dissociation between "reason and emotion", it seems that nowadays a renewed and loquacious impulse is being developed for which we are betting by the union of these two "minds" that perhaps should never have been dissociated. For this, it is worth referring to the latest neurological studies that show that reason and emotion walks together in each of our experiences.

The most successful programs are those that help the student develop the ability to make decisions for themselves in their own context. This type of education is the knowledge base and is more framed in an IE skill model. This involves teaching students emotional insights and emotional reasoning, with the hope that this combination will allow students to find their own way to make good decisions. Most of them will need a guide or direction towards the good, being more effective if the examples and the instruction provided are done indirectly with the uniform approval of selected values in the curriculum.

Another of the needs for a good development of programs or work in the classroom on emotional intelligence is the need for emotional and emotional skills in teachers. While any of the subjects taught in the centres requires a command of it, for example in mathematics or literature, the emotional, affective and social skills require a teacher who masters these skills. This need is due to two reasons:

- Because classrooms are the adult socio-emotional learning model with the greatest impact for students.
- Because research shows that adequate levels of IE help to cope more successfully with the daily setbacks and work stress that teacher's face.

In order for the student to learn emotional and affective skills, he needs an "emotional educator". Teachers become their models, direct agents for the development and acquisition of optimal attitudes, behaviours and skills that will lay the foundations for

their emotional intelligence. It is, therefore, a difficult but necessary task that the teacher must take on, especially in the early ages, in which she repeatedly assumes the role of parents. In an almost priceless way, teaching practice involves activities such as the following:

- Affective stimulation and the regulated expression of positive feelings and, even more difficult, of negative emotions (e.g., anger, envy, jealousy, ...).
- The creation of environments (school tasks, group work dynamics, ...) that develop socio-emotional capacities and the solution of interpersonal conflicts.
- Exposure to experiences that can be resolved through emotional strategies.
- Teaching empathic skills, showing students how to pay attention and how to listen and understand the points of view of others.

With this we must not forget the primary function of the family as the first socializing agent, since it is a basic and irreplaceable emotional model. That is why the appropriate and effective intervention focuses on them and on the teachers, united in the same task of emotionally educating children.

Therefore, a coordinated effort is required, a democratic educational style on the part of the parents and the active presence of the parents, which requires the fulfilment of agreements and encourages decision-making from listening to the child, accepting their preferences and tastes, and actively participating in play and work.

Teacher-student interactions are an ideal socio-affective space to work on emotional education with daily activities such as:

- Tell problems or exchange opinions and advice.
- Mediation in the resolution of interpersonal conflicts between students.
- The teacher's anecdotes about how he solved similar problems to those of his students.
- The creation of tasks that allow us to experience and learn about human feelings, such as the projection of films, the reading of poetry and narrations, theatrical performances.

Through this type of activities the student:

- Discover the different types of emotions.
- Fosters their perception and understanding of their own and others' feelings.
- Observe how feelings motivate different behaviours.
- Perceives the transition from one emotional state to another (for example, from love to hate), is aware of the possibility of feeling opposite emotions (surprise and anger, happiness and sadness), and how literary or film characters resolve their conflicts or personal dilemmas

The aim is for them to transfer these ways of treating and managing emotions to their daily lives, learning to recognize and understand the feelings of other students or teachers, empathizing with the emotions of other classmates, regulating their own stress and / or discomfort, and choosing to solve and face problems without resorting to violence. In short, teaching students to prevent violent and emotionally disordered behaviours, both outside and inside the classroom.

Among the benefits that we can achieve with the incorporation of programs that work on Emotional Intelligence are the following:

- Increased social skills and satisfactory interpersonal relationships.
- Decreased self-destructive thoughts.
- Improvement of self-esteem.
- Decrease in the rate of violence and aggression.
- Less antisocial behaviour.
- Fewer number of class expulsions.
- Improving academic performance.
- Decreased initiation of consumption of alcohol, tobacco, drugs.
- Better school, social and family adaptation.
- Decreased sadness and depressive symptoms.
- Decreased anxiety and stress.

- Decreased food-related disorders.

10.2. Concepts to consider for the development of emotional intelligence programs

It is important to highlight again the importance of maintaining as an educational objective the design of socio-emotional cognitive strategies, selecting and applying intervention programs, and seeking procedures to promote emotional intelligence and interpersonal relationships, promoting comprehensive training, since academic performance is closely related to emotional aspects.

When selecting the intervention programs in Emotional Intelligence, we must foresee the creation of an adequate climate and motivation, verifying that the following conditions exist: considering and communicating as personal, educational and social ideal, acting on a theory is based contrasted, the activities are personally and socioculturally relevant and motivating, different types of intelligence and abilities can be worked on, teach different strategies, especially metacognitive ones, facilitate explicit or implicit training, be sensitive to individual, cultural, age and gender differences, encompass the components of emotions in their various dimensions, facilitate the resolution of everyday problems and new situations, consider errors as possibilities for emotional learning, promote interaction between students, do not create false expectations, allow evaluation, and cover the different characteristics of emotions (behavioural, cognitive and motivational).

As we have previously seen, emotions have an expressive behavioural component in motor behaviours, facial gestures or verbal expressions, each of them involving one or the other expression. The person's cognitions play a major role in eliciting and maintaining the emotions of the emotions and in the emotional impact that manifests itself in their behaviour.

Cognition is the ability to use thought effectively and constructively. It includes the mental processes of understanding, reasoning, abstraction, problem solving, learning

from experience and adaptation to the environment. Especially relevant is metacognition or the ability to think about and control one's cognition. In the framework of emotional intelligence, cognitive competence is characterized by a prosocial orientation, since the knowledge and ability they possess tend to reinforce interpersonal and coexistence ties.

As we have seen previously, it is important to highlight the cognitive function of the brain over emotions. The brain performs a cognitive assessment function following the following process: the mind assigns the name to the feeling or state of mind that follows the emotion, from which it is a direct consequence; own language interprets the emotional state; in some cases, cognitive distortions (irrational thoughts that increase psycho physiological and behavioural responses) occur; and the thoughts evaluate the emotions, being mediated or determined by the beliefs, expectations, attributions, values, perception, knowledge schemes, experiences, cognitive style, intellectual and linguistic capacity of the individual.

10.3. Contents of the programs for the development of emotional intelligence

There is no consensus regarding what content should have programs for the development of emotional intelligence. The most frequent aspects in these programs are those mentioned above.

In this sense, one of the most extensive and detailed content block proposals of emotional education is the one proposed by Bisquerra (2000):

The conceptual framework of emotions:

- The concept of emotion
- Affective phenomena
- The emotional brain

- Emotions and health
- Emotion and motivation
- Emotional intelligence

Kinds of emotion:

- Classification of emotions
- Intensity, specificity and polarity
- Positive and negative emotions (anger, fear, anxiety, sadness, shame, aversion, joy, humor, love, happiness, ambiguous emotions, static emotions)

Emotional awareness:

- Know your own emotions
 - Self-observation and recognition of emotions
 - Recognize the differences between thoughts, actions and emotions
 - Understanding of the causes and consequences of emotions
 - Evaluation of the intensity of emotions
 - The language of emotions
 - Non-verbal expression of emotions
 - Evolution of emotions
- Recognize the emotions of others

Manage emotions

- Prevent the harmful effects of negative emotions
- Develop positive emotions
- Tolerate frustration
- Self-control of impulsivity
- Anger management and aggressive behavior
- Delay rewards
- Emotions and drug use

- Coping skills
- Emotional self-motivation
- Adopt a positive attitude towards life.

Emotional control strategies:

- Internal dialogue
- Positive self-affirmation
- Assertiveness against environmental pressures
- Causal attribution style
- Cognitive interrogation
- Cognitive restructuring
- Cognitive imagination
- Creativity
- Emotional therapy

Stress management:

- Concept of stress
- Risk factors
- Stress management strategies
- Stress inoculations
- Relaxation, breathing and meditation

Self-esteem:

- Self-concept, self-esteem and self-confidence
- Self-acceptance
- Developing realistic expectations about yourself

Effective and affective communication:

- Effective communication

- Characteristics of effective communication
- Active listening
- Non-verbal communication
- "I" messages and requests
- Effective communication training
- Affective communication
 - Empathy
 - Understand the perspective of the other
 - Listening and empathic understanding
 - Read the emotions of others

Interpersonal relationships and socio-emotional skills:

- Emotion and sociability
 - Read and interpret the social keys
 - Recognize socio-emotional influences on the behaviour
 - See yourself from the perspective of others
 - Social difficulties in adolescence
- Social climate and group work
 - Characteristics of group work: group dynamics
 - Affective groups and the social climate
 - The effective groups
- Socio-emotional skills
 - Basic social skills
 - Social skills related to feelings
 - Development of socio-emotional skills

Conflict resolution and emotion:

- Socio-emotional skills in conflict resolution
- Negotiation and emotional balance

- Identification of creative action alternatives
- Mediation: emotional implications

Emotions in decision making:

- Freedom and responsibility
- Take personal responsibility
- Be aware of the decisions that must be made
- Strategies in decision making
- Applications to life situations

Life skills:

- Organizational and development skills
- Family, social and professional life skills
- Free time skills

Subjective well-being and quality of life:

- Emotions and subjective well-being
- Subjective well-being factors: social and affective relationships, work, health, socioeconomic factors, characteristics personal, sense of humour

Many are emotional intelligence development programs that include social skills, and many social skills programs include aspects of emotional intelligence development such as self-concept and self-esteem. In fact, emotional well-being cannot be separated from social competence. Many authors understand it this way and carry out socio-affective programs, since they consider educating the skills of both dimensions at the same time.

That is why, later we will review some of the most used programs in the development of emotional intelligence, also incorporating those of social competence.

In the natural environment, the learning of social-emotional competences is determined by direct reinforcement, observation learning, feedback and the shaping or improvement of skills. However, in the intervention of this type of skills techniques and methods from the field of psychology, such as self-instructional training, modelling, role-playing, feedback, reinforcement, maintenance, and generalization.

The choice of these procedures will be made based on their theoretical foundation and the efficacy endorsed by empirical applications. Typically, interventions in this field are comprised of both cognitive and behavioural techniques, which aim to increase knowledge of required social skills, help children translate that knowledge into skilful behaviours, and ensure maintenance and the generalization of what has been learned to natural environments.

10.4. Intervention techniques in emotional intelligence development programs

Approaches to training social-emotional skills range from procedures derived from functional behaviour analysis and social learning theory, to cognitive-behavioural approaches designed to teach various thinking strategies.

The different techniques are not exclusive, and can be combined. Both of them are oriented according to the acquisition, reproduction, modelling, strengthening and inhibition of certain behaviour, learning new behaviours that perfect, increase or replace the maladaptive behaviour.

Next, a description is made of these techniques, facilitators of the acquisition of a specific step or of a complete socio-emotional reality (model and guided practice) and aimed at improving or increasing certain skills that, existing in the behavioural repertoire, the child does not consistently perform (reinforcement, punishment, behavioural testing, and peer initiation techniques):

10.4.1. Modelling is considered one of the most effective and widely used techniques in the training of social skills, for the acquisition and / or modification of social behaviours. Based on observational learning, it is proposed to supply the complete sequence of steps that constitute a given skill and to teach how these specific behaviours are integrated into the more global behaviour. This type of learning can take different forms: live, symbolic and undercover. Symbolic modelling includes video observation of the competent model. In live modelling, the child directly observes the model worth imitating by participating actively or passively. Covert modelling requires the ability to imagine competent behaviour. In the school context, the main reference models will be teachers and peers, and in the family, parents and siblings or other significant adults.

10.4.2. Directed practice or training is a technique closely linked to verbal instruction and role-playing, its purpose being to improve the understanding of concepts related to interaction, which in turn facilitates group integration, and therefore provides opportunities for practice the skill. That is why the directed practice begins with the verbal instruction of the social skills to work, dealing with a brief and precise explanation of the concepts and behaviours to train so that the person involved understands the objective of the intervention, that is, what they are the behaviours that you must identify, set an example of, how you should perform these behaviours, etc. for later, to carry out a test or practice of the same and the corresponding review-evaluation and feedback on the execution.

10.4.3. Verbal instruction is the initial phase of most behavior modification strategies. This technique can be used in isolation or combined with other techniques. Verbal instruction applied to the teaching-learning process involves the use of oral language to describe, define, explain and / or set examples regarding interpersonal relationship skills that the person must

identify, know and rehearse. Discussion, dialogue and assembly are used in this technique. However, the information to be remembered by the person undergoing the training must be understandable, accurate and brief.

10.4.4. Feedback or information about the performance consists of provide specific reinforcement related to the correct execution of training skills in order to optimize behaviour. Therefore, it is important that feedback is followed by action and focuses on those behaviours in which the person is aware, so that in this way they know what they have done correctly and what needs improvement. This feedback brings new hints and suggestions for future executions that can be accompanied by modelling on how to refine the response. With this information, the child can assess the degree of adequacy of her performance with respect to the required ideal. The feedback can come from an external source or it can come from the performance itself. At the same time, the information can be evaluative, when it informs if the required criterion has been reached or not, or informative, when it provides explanations, that is, it lists the reasons why the action was not adequate, specifying the way in which it was you must modify to meet the criteria.

10.4.5. Techniques based on positive reinforcement refer to the process through which an increase in appropriate behaviours occurs as they are followed by a reward or favourable event. This technique has three fundamental purposes: to establish effective social behaviours, to recognize and value appropriate behaviours, and to be able to reinforce others and accept reinforcements. The reinforcement must be functional and applied immediately, adjusting to each situation in particular. The administration of positive reinforcements must be carried out eventually on the behaviour to be modified or shaped. Simultaneously reinforcing both the execution of the appropriate behaviours and the approximations to the skill that is intended to be achieved, it is called the principle of positive approaches or shaping, which implies the differential

shaping of those behaviours that most closely resemble the desired behaviour. Subsequently, these reinforcements are gradually withdrawn from less similar behaviours to focus on those closest to the target behaviour.

10.4.6. Punishment-based techniques are inadvisable, but are used to eliminate or inhibit behaviour. According to the evidence, punishment techniques do not produce lasting positive effects, since repressing aggression does not increase positive contacts with peers. The educational recommendation is to combine both techniques, that is, punish harmful behaviours and reinforce prosocial behaviours.

10.4.7. The behavioural essay is the opportunity to practice specific social behaviours in a structured way, following instructions or imitating a model with evaluative feedback and reinforcements.

10.4.8. The peer initiation technique is a specific procedure to promote social interaction behaviours, since sometimes the child has the skills, but the social context is not organized so that the child can develop those skills. Therefore, this technique is designed to train peers or peers and thus generate the necessary behaviours. The greater effectiveness of many of the techniques described above arises when using integrated groups of simple techniques, since the use of alternative techniques increases the impact, durability and generalization of the effects of treatment. These methods usually include the indicated procedures, that is, verbal instructions, modelling, dramatization and behavioural rehearsal, guided practice, feedback and / or social reinforcement and generalization of learning with duties in other spaces and situations.

10.4.9. Cognitive behavioural strategies are called procedures that postulate that external behaviours can be modified if the cognitive processes that associate social stimulus with behavioural response are transformed. For this reason, this

procedure focuses on decision-making and problem-solving processes. Thus, the main forms of cognitive behavioural intervention are: rational or cognitive restructuring strategies, coping or stress inoculation strategies, emotion management, problem solving strategies in general and interpersonal problem solving at a particular level.

10.4.10. Rational strategies (cognitive restructuring or self-instructional training) aim at training the child to achieve control of his own behaviour through dialogue with himself or self-instructions. Initially, the control of impulsive behaviours is provided by adults, then it is the children themselves who, through self-dialogs, can plan ahead, control impulsive behaviours, self-motivate and self-compensate, persist in the task, etc. Along these lines, Meichenbaum and Goodman created a self-training training program based on operant training and social learning, initially conceived to work with cognitive deficits in impulsive and / or isolated children. The purpose of cognitive restructuring is to get people to analyze social situations realistically and comprehensively, and to eliminate negative thoughts that prevent them from participating in social interactions. This technique can be worked individually or in small groups. The procedure begins with the representation of the appropriate behaviour by the instructor through verbal instructions. These instructions can be approximations to the exigencies of the task (What do I have to do?), Guidelines for its accomplishment, affirmations of personal suitability, affirmations that counter insecurity against the possibility of failure, self-praise for having achieved it, etc. In the next step, the student is more active, since they must perform the same task while the instructor verbalizes the instructions aloud, directs, guides and praises the student's behaviour. In the third phase, the child must perform the task while rehearsing the instructional verbalizations that the instructor has modelled aloud, while the fourth rehearsal consists of repeating in a low voice. Finally, perform the task repeating yourself at the level of thought.

10.4.11. The stress coping and emotion management strategies were designed for social skills training based on the knowledge that anxiety is related to the avoidance of social relationships, and that anger has a mutual influence with aggression. The objectives of these strategies are for the child to internalize the adaptive functions of anger and anxiety and the teacher to provide the necessary concepts according to the child's age so that the child can identify the nature of their responses to anger or anxiety-inducing events. . This instructional procedure has three phases:

- Educational or preparation phase.- teach the adaptive functions of emotions and the different concepts involved, identify people and / or situations that induce anger or anxiety, conceptually distinguish emotion from anxiety, differentiate between anger and anxiety, differentiate between justified and unjustified emotions, introducing coping techniques ...
- Acquisition phase.- consists of teaching these strategies to apply them in each of the stages of the coping process. The child is trained in cognitive restructuring through self-instructions, relaxation through modelling and real practice through behaviour testing. Cognitive restructuring aims to provide flexibility to focus on conflict situations, teaching the child to interpret stressful situations. Regarding behavioural testing, it is taught to respond in the opposite way to aggression through communication skills, problem solving techniques, relaxation training, and self-observation.
- Application and practice phase.- What has been learned is exercised to handle stressful or provoked situations. The instructor induces through the imagination the visualization of certain situations or uses dramatization with the purpose of raising the levels of anger or anxiety. The responses generated must be mediated with relaxation and self-instruction strategies to reduce emotion, change the perception of the situation and facilitate coping with the situation. In this sense, we work with hierarchically ordered situations, from the most provocative to the one that generates the

least anxiety. This model is made up of relaxation training and cognitive training, and basically requires the ability to relax, imagine and act out situations through role play and a fully developed language to induce self-verbalizations with thought. For this reason, this technique is appropriate for older children and adolescents without cognitive limitations.

10.4.12. Strategies for solving problems in general and solutions to problems at a particular level (decision-making, self-control, reflective thinking ...) are based on the premise that people who are effective in solving problems show better social adaptation, as opposed to those who lack these skills. This program has four phases: first, the "turtle" technique is taught to isolate itself from provocation; then, relaxation is worked in the "turtle" position; Next, social problem solving skills are introduced, which consist of providing various answers and then analyzing the consequences; and lastly, what has been learned is socially reinforced to promote its persistence.



11. Conclusions

Emotional intelligence education meets a variety of student needs. Currently, teachers are aware of the need to work in this area, being the observation of daily practices useful to work on its components.

Throughout the previous modules, we have covered emotional intelligence from different perspectives. We have started from its foundations, analyzing the concept and its origins, and its dimensions. The different models on which its development is based have also been established.

Another module has been structured since the development of the emotional intelligence from the different educational stages, differentiating between early childhood, schooling stage until puberty and adolescence stage.

An especially important section is the development of emotional intelligence from the different educational areas: the family and the school, since they are the two most important socializing agents in the development of children. We have differentiated family intervention and intervention at school taking into account the most significant elements to favor in each of them. In the latter, we have differentiated between the development of emotional intelligence in the educational system in general, and more specifically in the classroom.

To finish, we can only highlight the importance of intervention on emotions within the educational system, and how members of the educational community must collaborate to achieve one of the purposes of education, the integral development of the student.

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