

KA2 partnership adult education – „WORD OF EMOTIONS ” partnership project

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BOOK OF EMOTIONS

Output of Erasmus+ project: „European collaboration to improve the competencies of adults for educate the emotional intelligence of preschool and primary school children ”

PARTNER INSTITUTIONS:



EU-RO-IN ASOCIATION, ROMANIA - coordinator



AYUNTAMIENTO DE ALZIRA, SPAIN



ANKARA AILE, ÇALIŞMA VE SOSYAL HİZMETLER İL MÜDÜRLÜĞÜ, TURKEY



POLARIS S.R.L.S., ITALY



Mobilizind Expertise AB, SWEDEN



Necmettin Erbakan Üniversitesi, TURKEY



AGIFODENT, SPAIN



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Coordinator of the book: Asociația EU-RO-IN, Iași, România

***Revised and edited by: Ph. D. Elena Anghel and I.T. specialist
Eugen Duma, Asociația EU-RO-IN, Iași, România***

***The cover of the book made by Elena Anghel and Raluca
Pricop, Asociația EU-RO-IN, IAȘI, ROMÂNIA***

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INTRODUCTION to „BOOK OF EMOTIONS“

Author: Elena Anghel, Asociatia EU-RO-IN, Romania

The BOOK OF EMOTIONS is a result of collaboration between 7 European institutions: EU-RO-IN ASOCIATION, ROMANIA – coordinator; AYUNTAMIENTO DE ALZIRA, SPAIN; ANKARA AILE , ÇALIŞMA VE SOSYAL HİZMETLER İL MÜDÜRLÜĞÜ, TURKEY; NECMETTİN ERBAKAN UNIVERSİTESİ, TURKEY; POLARIS S.R.L.S., ITALY, AGIFODENT, SPAIN and MOBILIZING EXPERTISE AB, SWEDEN. All these institutions are partners in the „*European collaboration to improve the competencies of adults for educate the emotional intelligence of preschool and primary school children*” (“Word of emotions”) project . The theme of the project was chosen to achieve the EU priority “Europe 2020 Strategy” regarding the intelligent increase favorable to inclusion through education and a healthy life. We chose the theme also based on the fact that current science has demonstrated the importance of emotional education in the development of the individual, an idea supported by UNESCO which, in 2002, initiated a world programme to promote the emotional education and Social Emotional Learning (SEL) in 140 countries.

The project is addressed to a socially disadvantaged category in the partner countries: adults that care for children with emotional problems, a phenomenon found in the partner countries because of various causes: leaving families to work abroad and letting the children at home in the care of other people (which leads to social-emotional problems in children); broken families, conflictual families, use of wrong educational methods in children education etc. This phenomenon has serious consequences not only in children's behaviour (stress, school dropout, violence, depression, even suicide) but also affect the family and the quality of the life of the adults who care for them, hindering a normal life and their effective integration into society. Starting from here, the project proposes an European cooperation to improve the skills of the staff regarding the education of adults who care for preschool and primary school children with emotional problems, but also experimenting innovative methods and strategies to educate this category of adults . The project responds thus to the needs of the personnel in the partner institutions to improve skills and educational methods, and the learning / testing new methods of non-formal and informal education /training of adults who care for children with emotional problems. The project also meets the needs of the adults in the target group on their competencies development (emotional, educational, social, learning, empathy, intercultural, language, social, ICT) and also the needs of increasing quality of life and social inclusion. The participants in the project will be the staff in the partner institutions and the adults who care for/ educate the children with socio-emotional problems.

The partners of the project “Word of emotions” achieved through collaboration an European book with good practices on education / training of education for staff that educate adults who care for preschool and primary school children with emotional problems.

The aim of the book was to achieve the proposed objective in the project, that of create materials/documents that could be used for teaching some based elements in education of the adults and staff that educate adults who care for preschool and primary school children with emotional problems, to publish them and that could be used at the European level by all of the interested those (parents, grandparents, trainers, schools, kindergartens, institutions of adult education, centers of social work, etc.) The book also include examples of good practice in the area of the project that can be used in education / training the of the staff careers of pre-

preschool age children to improve their skills and determine them to acquire a quality training. To realize it, all partners in the project participated and all of them presented innovative materials used during pilot training courses developed within locally level, but also during training activities at European level; also, the good practices that exist in their countries in the area covered by the project.

As result of a fruitful European collaboration, the „Book of emotions“ will be available to the interested public as open educational resource, both on the partners institutions website, as well as in libraries of the partner institutions and of local communities.

Coordinator of the project,

Ph.D.Elena Anghel-president of EU-RO-IN Association, Iasi, Romania

March 2020, Iasi.

CONTEMPORARY PERSPECTIVES IN EDUCATING THE EMOTIONAL INTELLIGENCE OF SMALL CHILDREN

Author: Ph. D. Anghel Elena, EU-RO-IN Association,
Romania

Society, family and school are not always prepared to approach the issue of understanding and emotional communication although scientific discoveries (Mayer and Goleman, 1995) show that the development of emotional intelligence helps the formation of healthy individuals and that the emotional problems a person has to face today are more numerous. That is why, in 2002 UNESCO launched a global program to promote emotional education in 140 countries.

In his famous work "Emotional Intelligence", published in 1995 in the USA, Daniel Goleman shows that a high level of IQ (Intelligence Quotient) does not always ensure an individual's success in life. What greatly influences a man's destiny, he says, is Emotional Intelligence which includes self-awareness, self-control, the art of listening, solving conflicts and cooperating, eagerness, perseverance and self-motivation, creating at the same time the connection between feelings, character and morality. We can say that we have two minds: one that thinks and one that feels. These two ways of knowing interact to create our mental lives. The dichotomy between "heart" and mind "is a common distinction in popular thought, but there must be harmony between the two so that the individual can live normally. However, the two faculties are semi-independent, each reflecting a distinct but connected operation to the brain circuit. Therefore, emotional intelligence is related to concepts such as love, empathy, spirituality and is not related to the IQ we all know. The word "emotion" has its root in the term "motere" which in Latin means **to move**. The emotional centers appeared in the brain stem or primitive brain from which the neocortex formed with the cerebral circumferences that form the upper layers of the brain. The neocortex created strategies and long-term planning, making culture, art and civilization possible, but at the same time allowed the development of the connection between mother and child, which stands, according to **Goleman**, at the basis of family unity and at the development of the human species. The increasing of the volume of the cortex also determined the complexity of the emotional life, but nevertheless the emotional brain kept a significant power over the rest of the brain, including the centers of thought.

Emotional intelligence means the ability to identify, evaluate and control one's own emotions, as well as those of others. This type of intelligence resides in the ability to know and understand yourself and to know and understand others.

Emotional intelligence is based on certain innate potential abilities, such as:

- Emotional sensitivity
- Emotional memory
- Capacity for emotional processing
- Capacity for emotional learning

These innate characteristics can be cultivated and developed throughout life or, on the contrary, they can be degraded, thing which depends very much on how we are raised and educated in childhood and adolescence. Neurological data and the understanding of the brain structures suggest that there would be many opportunities to form children's emotional habits, as well as what we can do to control our emotional impulses, to guess other people's hidden feelings, to tactfully treat a relationship. The emotional lessons we learn at home and at school as a child form in a way our emotional circuits, making us more or less emotionally adaptable.

It has been found that a person has fundamental ("basic") emotions such as: fear, disgust, sadness, fear, surprise, joy, anticipation, acceptance, anger, but also emotions derived from them: respect, disappointment, remorse, contempt, aggression, optimism, love, obedience. All these emotions are shaped by education and culture throughout our lives and so we form our emotional-expressive behavior which includes various emotional expressions: face expressions, gestures, pantomime, tone and intonation, changes of vegetative origin, etc. The evolution of affectivity is determined by the child's imitation of the attitudes or emotions of those around him/her, but also by the transfer of the affective experiences. This transfer can be by contiguity (an emotional state caused by an object which is associated with other objects will determine the emotional state to have an effect on those objects or beings) or by similarity (if a person determines an emotional state, this state will also affect other similar people). The creation of emotional experiences in children implies that pleasure occurs at 2 months, laughter at 3-6 months, fear at 4-5 months, and joy at 8 months. If these first emotional experiences are fluctuating and vague, starting with 1 year of age emotional life begins to organize itself, orienting towards people and objects and towards learning the emotional expressions specific to the group. At 18 months jealousy is learnt and at 2 years of

age the aggression determined by the opposition towards the adult, which is progressively replaced by positive emotional states caused by the need to be loved and cooperate with others. Between 3 and 6 years of age the emotional life of the child is diversified, nuanced, and the ability to simulate some emotional experiences is manifested through games. At 3 years of age there appears the feeling of guilt, at the age of 4 the feeling of pride and around the age of 6, shame and prestige appear. The voluntary control of emotions begins to appear. When entering primary school, the child develops complex and superior emotional processes, such as: intellectual curiosity, admiration, the sense of duty, responsibility, patriotism, etc.

Since there is a distinction between emotional intelligence as an innate potential and emotional intelligence as a potential developed throughout life, we can start an educational process of educating emotional intelligence. In this regard, we must keep in mind that there are three important abilities that make up emotional intelligence and which can be educated from early childhood, namely:

1. *Understanding emotions*

It refers to the ability to identify and correctly name the emotional states, both their own and those of others, but also to the ability to distinguish between different intensities of the same emotional state, especially the most "subtle" ones - for example, a person's nervousness which may be more or less obvious to others. In fact, it is about developing the ability to "read" the emotional state of others beyond the way they express themselves verbally or behaviorally. This ability begins to develop especially after the age of 4 or 5 when, from a neurological point of view, the child has reached the threshold of maturity necessary to understand what other people think from his/her own perspective ("the theory of mind").

2. *Emotional expression*

It includes the manifestation of emotions through non-verbal behaviours (facial expression, gestures, etc.) and verbal ones (the use of the right words, tone and prose of the language, the modulation of the language to correctly express the emotional state, etc.).

3. *Self-adjustment of emotions*

It consists in developing the capacity of self-control of emotions so that the child's behaviour should be adapted to the demands of social life. Self-control means the ability to inhibit or modify the emotional state depending on the context. This is an ability that

improves with age and that begins to become visible only after the age of 5 or 6, with the maturation of the frontal lobe of the brain responsible for this.

Although it is genetically determined and has a strong basis in the neurobiological functioning of the brain, the development of emotional intelligence can be influenced by environmental factors from early childhood, with the development of language and socializing abilities of the child. The genetic predisposition is "cultivated" by the way that the adults around the child know how to properly stimulate the development of the child's emotional, communication and social abilities.

Adults can educate the emotional abilities and the emotional intelligence of children by accurately describing their own emotional states and by correctly labelling them verbally, as well as by explaining the children how they feel and what caused that emotional state (for example, "I feel sad because ..." or "I'm a little nervous because it bothers me ... "). Adults can also do this by reading them stories and analyzing the characters' experiences and the consequences of their behaviours in various situations. Children can be helped to understand the cause-effect relationship from an emotional point of view. At the same time, it is very important for adults to be as natural and genuine in their behaviour as possible and not to mimic or mask their true emotional states, such as to show joy or delight when they do not feel it. A false behaviour misleads the child, can lead to frustration and to the formation of a false "I" with long-term negative psychological effects. Moreover, adults are themselves a model in the way they control their emotions, so a good example of self-control is the best lesson in developing emotional intelligence. By the way they react to the emotions of others around them and to different life situations, they offer their children more or less effective coping models that children will apply to their future life situations. Among adults, teachers play an important role in educating students' emotional intelligence. The abilities that teachers should aim in training students are:

- ❖ Perception and emotional expressiveness/knowledge of emotions;
- ❖ The ability to properly identify and externalize feelings, the ability to recognize feelings when they arise and to eliminate them if they do not suit us;
- ❖ Self-awareness, awareness of one's feelings, building one's own "working system";
- ❖ Emotional adequacy, the ability to identify and frame one's and other people's feelings and their communication;

- ❖ Use of emotions in a constructive way;
- ❖ The ability to allow emotions to lead you to the essence of the problem;
- ❖ The ability to use one's feelings in the decision-making process;
- ❖ Self-motivating - emotions make us stronger or weaker.

The American psychologist Daniel Goleman proposes courses for a so-called "emotional literacy" in order to train children's emotional and social competence. These courses have as main objectives and advantages: emotional self-awareness (recognizing the difference between feelings and actions, improving the recognition of one's emotions); mastery of emotions (mastery of stress, less isolation and anxiety, expression of anger in a proper way, better tolerance to frustration); use of emotions in a productive sense (more self-control, responsibility, concentration); empathy (reading other people's emotions, listening them more carefully having and greater sensitivity towards them); approaching interpersonal relationships (talent in communication, attention to peers, concern and kindness, sharing, collaboration and help, democracy in treating others)

Due to the fact that there is no insistence on the development of such important and vital emotional skills, there are a multitude of phenomena in schools, namely: bullying, poor learning outcomes despite existing intellectual potential, lack of confidence in one's own strengths, low self-esteem, suicide, frustration, prejudice, resentment. In most families and schools today there is no emphasis and no attention is paid to this aspect of children's development, which is why children face many difficulties, including gaps in their desire for exploration, active learning, curiosity, experimentation. Studies say that if the emotional need is not fulfilled, all the other knowledge initiatives of the child are suppressed, this way their evolution having much to suffer. In fact, all the informational content that is delivered to children is filtered through their emotional system. That is why emotional education is so important to a child; in the future it can lead to the development of the ability that we call emotional intelligence based on the accumulation of the corresponding social experience following the awareness of the emotional experiences. Only in this way it will be possible to reach the stability of the emotional life and the predominance of superior feelings which means reaching emotional maturity for any human being.

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EFFECTIVE LEARNING STRATEGIES AND TECHNIQUES FOR ADULTS WHO EDUCATE PRESCHOOL AND PRIMARY SCHOOL CHILDREN WITH EMOTIONAL PROBLEMS

Author: Plesca Daniela, EU-RO-IN Association, Romania

We live in a world where we face a lot of problems, in which stress puts its mark not only on adults, but even on the younger generation and even worse, on children. Thus, our role of adults/educators/parents must be even clearer, as we have to find various resources to save these children from irrational thinking, disfunctional emotions, and disapproving behaviors.

Social behavior and children's emotions develop with each age stage and even from the first moments of their life, children interact with parents, siblings, other family members- adults or children. Then, the experiences multiply with those from kindergarten/school and from the community, the success of the children in school and in life depending significantly on the way they are perceived.

Through kindergarten/school activity, children learn not only about social rules and how to interact with others, but also about the proper manifestation of emotions. They develop emotional skills related to living, expressing, understanding and recognizing emotions and what is very important is the fact that they acquire some age-appropriate emotional adjustment strategies necessary for the correct management of negative emotions, and as a result, a better adaptation to the requirements. Children learn about emotions and how they can be properly managed in the context of social interactions, through socializing practices used by educators and parents. Therefore, emotional and social competencies influence each other.

The child with emotional disorders, with special educational requirements, is the child who is deficient or in difficulty, who is faced with problems of knowledge and learning, communication and interaction and also sensory, physical, social, behavioral and emotional ones. All this does not allow the child to have a normal existence or the exploitation under ordinary conditions of his intellectual and attitudinal potential and induces a feeling of inferiority which increases his condition as a person with special educational requirements.

In order to integrate these children, an essential component is the development of emotional and social skills. The most effective way of integration is the game. It is the form by which they can express their own abilities. Through play, the child acquires information

about the world he lives in, gets in touch with other children or objects from the environment and learns to orient himself in time and space.

An important technique for the socio-emotional development of the child is to initiate games where the child identifies emotions, experiences and feelings. Not only does he learn who he is, but in time he manages to identify them himself and recognize them at the people around him.

Examples of games that can be played with children, in order to prevent certain emotional problems:

Game: The magic button of emotions



Materials required: A button made of plastic.

Description of the game: We tell the child that we found a magic button in a special place. It has the power to help him when he is angry or upset. All he has to do in those situations is say how he feels (for example: I feel angry!), press it, and then wait for a minute while the button makes its magical effect and the emotion that upsets him decreases. When anger (or sadness) subsides, the magic button will help him find an idea of what he can do in the future when that negative emotion appears again.

After the child's curiosity is aroused, we ask him what situations he would like to use. A button test is performed. To begin with, the child is reminded to press the button whenever he is sad or angry. Whenever he presses the button, we encourage him to say how he feels and we stay with him until he calms down. After a while you can give up the button, telling him that the magic button is so powerful that he only has to think of it and it will have the same effect.

Results: For children, concrete objects are a very useful support in developing some skills. With the help of this button, the child learns to express his emotions, delay his reactions for the moment and be able to experience new ways to react to anger, annoyance and stress.

Basically, we just learn to speak their language and use a solution that is appropriate for their age to help them when they need it.

Game: The detective of emotions

Materials needed: Pictures with emotions or masks



Description of the game: One of the children will mimic an emotion that he/she will pick from a chest, taking a posture and gesturing as expressively as possible. The other is the detective and he will have to guess in 2 minutes what emotion is being mimicked. Each child mimics 3-4 emotions. If the children succeed in guessing the emotions, they can be declared true detectives of emotions. Results: Children will become much more aware of the real difficulty in recognizing other people's emotions, often the communication of emotions being a complicated process. The game deserves to be played several times and can be used in groups of children or adults. It is a kind of training for a better recognition of emotions. No matter what we do, we convey emotions to those around us, and in turn receive emotions from them. Recognizing other people's emotions is a component of emotional intelligence about which many say helps us in life even more than intelligence.

Game: If I were a flower...



Materials needed: Pictures of different animals, flowers, birds, colours.

Description of the game: In turns children are asked the following questions, giving them time to think about each one. Here are the questions: "If you were a flower, what flower would you be?", "If you were a bird, what bird would you be?", "If you were a color, what color would you be?", "If you were an animal, what animal would you be?", "How does the flower (bird, animal, etc.) you chose feel?", "Where is it?", "What flower would you like to be?", "But what flower would mom be? What about dad or your brother?" (or other people important to him).

Results: This game gives us the opportunity to see what image the child has in mind about himself, as well as about some family members.

This information is very valuable because it shows us what the child really thinks about some people. This game can be played with any family member or with friends, being an excellent way of knowing each other and developing emotional intelligence.

ENCHANTED BOXES WITH EMOTIONS

The game allows children to acquire the prerequisites needed to raise awareness of emotional experiences. It supports children in acquiring knowledge that allows them to automatically send messages with emotional content.



General competence: emotional skills

Specific competence: awareness of emotions, expression of emotions, correct labelling of emotions.

Objectives:

- to identify and raise awareness of the emotions experienced;
- to associate a verbal label with the emotional expression in the drawing;
- to associate emotional experiences with a certain context.

Materials: two boxes, cards with emotions (joy, anger, sadness, fear).

Working procedure: All the cards with positive emotions are put in a box and the ones with negative emotions are placed in another box. Each child is asked to remove one card from each box so that they have a positive (joy) and a negative (anger, sadness, fear) emotion card in their hand. Each child is asked to identify the names of the emotions on the cards and to think about a situation where he/she felt happy, respectively a situation where he/she experienced sadness/fear/anger.

Remarks: Through this activity the children:

- learn to correctly identify their own emotions and the appropriate word labels;
- they become familiar with the context of the emergence of emotions, which facilitates the identification of the consequences of emotional experiences.

THE MAGIC HAT FOR SOLUTIONS

The game allows children to practice the prerequisites needed to solve problems. It helps children acquire age-specific problem-solving strategies.

General competence: social skills, emotional skills.

Specific competence: problem-solving, identification of verbal labels of emotions.

Objectives:

- to understand that a behavior has consequences on the emotions of the people involved;
- to identify possible causes of emotional reactions;
- to look at a situation from several points of view.



Materials: sketches, illustrations, two dolls.

Working procedure: The sketch will be performed with the help of the dolls. Children will be asked questions, based on the content of the script, to identify the consequences of different behaviors. Children will be asked to put on the "magic hat" and think of the consequences based on the illustrations. The images will be mixed and, using the "magic hat", the children will put the images in the correct order. They will be asked to think about other situations in which children may become angry. ("Why could children be angry?"). Then children will be asked to offer solutions for the situations presented.

Remarks: Through this activity children learn how to apply knowledge about emotions in the context of problem-solving. This activity allows children practise problem-solving steps.

SHOW HOW YOU FEEL!

Competence: Recognition of one's emotions

Objectives: To react, mimicking the emotion appropriate to the situation.

To choose silhouettes with the face corresponding to the respective emotion.

Activity development: The children sit in a semicircle and are announced that they will play a game, in which they will show how they feel ... The teacher whispers them, one at a time, to

ther ear: "Show how you feel!"



HOW I FEEL, WHEN I HEAR ...

Competence: Recognition of one's emotions.

Objectives: To associate different noises, songs with emotions.

Name the emotions you feel when listening to a certain sound or song.



Activity development:

Children are asked to listen carefully to different sounds, noises, songs and to show how they feel using their face expression. After each noise, sound, song, children verbalize the emotions they felt. Children will hear nature noises, sounds produced by musical instruments, rhythmical and slow songs.



MASK GAME

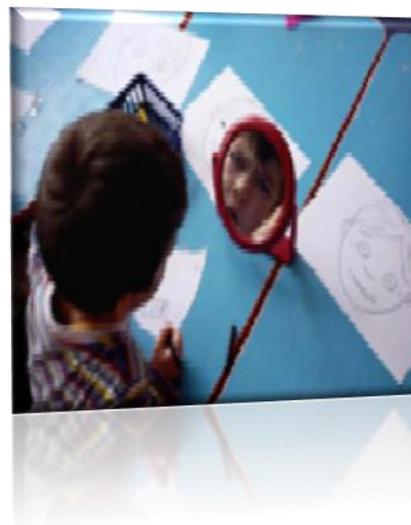
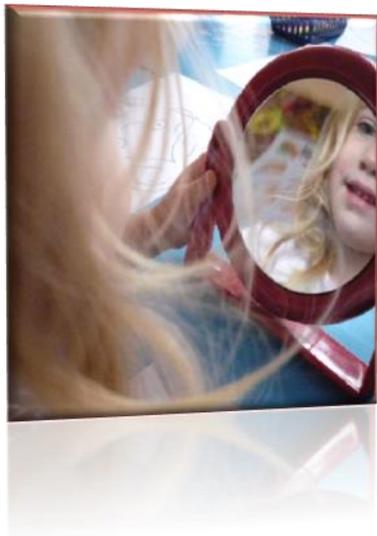
Competence: Recognition of one's emotions

Objectives: To identify, looking in the mirror, the emotion he/she feels at that moment.

Draw a mask with the emotion he/she expressed, looking in the mirror.



Activity development: Children are placed at tables, each with a mirror. The activity begins with the presentation of the "map of emotions" and the naming of each emotion.



Children are asked to express each of the four emotions on the map and to look carefully in the mirror. After that, they receive the outlines of the masks and are asked to draw on them the emotion they want.

Children have the opportunity to draw more masks, play with them and switch them.



TELL HOW HE/SHE FEELS!

Competence: Recognition of other children's emotions

Objectives:

- To identify the emotions of joy, sadness, anger, fear.

- To express the emotion observed

Activity development:

The teacher places in front of the children, randomly, all the photos and asks them to look at them carefully. In turns, everyone will close their eyes and take a picture, then look at it and answer the question: "How does the child in the picture feel?"



They will name the emotion expressed by the child in the picture and they will also imitate the same emotion. The game is played until all the pictures run out.



At the end of the activity, the children receive a picture and are asked to place it on the panel near the face that suggests the same emotion.

TALKING TO CHARACTERS FROM STORIES!

Competence: Recognition of other people's emotions

Objectives: - to identify emotions, depending on the context expressed by the characters;

- to place the figure of the character near the face that expresses the same emotion.

Activity development: The children are placed in the semi-circle, on the carpet, having visibility at the "theatre scene", where several characters from stories will be presented.



The characters introduce themselves, one at a time, as in the following example: "I am the little kid and I am very sad that the wolf ate my brothers!"; "I am the bear fooled by the fox and I am angry because I was left without my tail!"

HOW DOES THE LITTLE BEAR FEEL?

Competence: Recognition of other people's emotions

Objectives:

- To properly name the emotion expressed by the little bear;
- To identify a situation in which he/she feels the same.

Activity development:

- ✓ The teacher shows the children the "faces" from the "map of emotions".
- ✓ Each child chooses a "face" without seeing what he has chosen.
- ✓ Then the teacher puts in front of them the puzzle kit and the children have to combine the puzzle pieces to get the little bear.



The emotion expressed by the bear must be the same as the emotion on the face chosen randomly. As the children work, the teacher talks to them, stimulating them to identify situations in which they felt the same as the little bear.

FORESTERS AND BEARS

Competence: Emotional adjustment

Objectives: - to master their joy when they are challenged to laugh;

- to amuse their colleagues through face expression and gestures.

Activity development: The children are divided into two groups: the bears group and the foresters group. The "foresters" are scattered in the room and mimic the wood being cut with the axe. At the teacher's signal, the "bears" enter the forest. At the arrival of the "bears", the "foresters" freeze and they remain still with their faces expressing fear.



Each "bear" chooses a "forester" whom he/she must make laugh, but without touching and speaking with him/her, only through face expression and gestures. The game is won by the forester who refrained the most and did not laugh.



WHAT'S GOOD AND WHAT'S BAD?

Competence: Emotional adjustment

Objectives: To observe the reactions of the two characters; to identify those reactions of the characters that seem more appropriate to them; to give other solutions to the situation.



Activity development: Children are shown the two characters made and handled by the teacher. They are two friends for whom the children will choose two names. The two friends present different situations they went through together, for example: when they shared a bar of chocolate, when they quarreled over a story book and tore its pages, etc. After dramatizing the events, the two characters engage in a dialogue with the children. During the dialogue, some situations are identified from the ones presented and the children are asked to dramatize each situation.



DON'T GET UPSET!

Competence: Emotional adjustment

Objectives: - to name at least two situations in which he/she gets upset;

- to learn the lyrics of the song;

- to interpret as much as possible for their age the melodic line of the song

Activity development: The children are seated on chairs in a semicircle and the teacher introduces the dinosaur Dino to them. The dinosaur is sad and upset because he lost his favorite toy and came to talk and play with the children.



The teacher asks the children when they felt sad and for what reason and then guides them through questions which help them find situations in which the children might be upset or sad. For example: "How do you feel when another child suddenly pushes you?", "How do you feel when another child is laughing at you?". Dino suggests a song which he sings when he is upset: "Don't get upset / That's not good / Not for those around you / Not for you! / Slowly count to ten / And all the upset is gone!"



Games and energizing exercises aim at capturing attention, exercising memory, good relationships, free expression of feelings with appropriate face expressions and gestures, knowledge, self-knowledge, correcting negative outputs and observing children's social perception. Interactions between participants allow self-control of behavior, elimination of negative, dominant starts. There appear problematic situations that favour the complex understanding of the situation and determine the cooperation, the active participation of all the partners in finding solutions.

This article aims at being a support for adults / parents in learning the necessary and essential attitudes and behaviours in raising and educating children in a harmonious way, in their emotional and social development and in building a healthy and functional relationship with their children. The information provided to parents start with the presentation of the basic elements in the psychological development of children, the causes and factors that determine or maintain the problems in children's behaviour, techniques and management methods and recommendations that can provide support to those who wish to improve their

educational skills, knowledge and behaviours. Children acquire different behaviours from the interaction with those around them, and the benefits of these interactions may occur if parents and all those involved in raising and educating children find their response and solve their difficulties in managing certain behaviours of children or learn to optimize the child's cognitive, social or emotional development.

Being a parent involves a great deal of knowledge and skills required daily. The problem is that the knowledge and skills are not innate and do not appear when you become a parent. In order to support children to acquire functional attitudes and behaviours in order to maintain their emotional and social health, it is necessary to involve all those who interact with the child - parents, teachers, classmates, media.

Possible causes that cause emotional problems in children's behaviour:

Genetics - temperament and the emotional reactivity of the child.

Knowing a child's temperament we can, as adults, parents and educators / teachers, adapt our own behavior to the needs of the child and support him/her in the training and development of those skills and competences that make him/her functional at home, at school and in his/her free time.

Emotional reactivity is defined as the intensity at the physiological level with which a person emotionally responds to the surrounding stimuli. Differences in emotional reactivity are manifested by the following behavioral indicators: the type of emotional reaction and the intensity of the emotional reaction.

The child learns from the way parents react emotionally in different contexts: he/she first learns how his/her parents deal with emotions and will use these experiences in situations where he/she faces similar emotions.

Secondly, parents' emotional reactions are a source of information for their child about his own behavior. Children need the direct expression, in words, of positive feedback from parents!

- “I'm proud of what you did!”
- “For me, your drawing is the most beautiful!”

Expressing the negative emotions of parents through ugly words addressed to the child is one of the most damaging life experiences for the child. The child will come to perceive himself as incapable, without resources and worthless and consequently he will have no motivation to acquire positive, desirable behaviors. Statements like "You're a fool!", "You're not good at anything!" or the blaming statements - “How could you do that?” - have negative, severe consequences on the child's emotional health and self-image.

Effective techniques - recommendations for parents: • Children acquire functional, positive behaviours when the parent notices and appreciates them.

- It is important for parents to get involved in playing and relaxing activities with children, children's favourite activities in which they feel comfortable and which they choose. Thus, the following message is transmitted to the child: that he/she is important enough for an adult to spend time with him/her. The main message is that they are valuable and loved by others, regardless of their behavior: „I love you” – an expression that offers comfort and it is absolutely necessary between the child and the parent.

Therefore, in order to prevent the setting of emotional problems in children, adults / parents should consider the following recommendations: adopting a serious tone when the child tells us something important to him/her, establishing eye contact with the child at the same level (raising the child or lowering the adult), offering praise and encouragement for the child's smallest efforts or opportunities to make decisions and assisting the child in making the chosen alternative or directing attention and listening to the child when he/she wants to talk to us are contexts that favor the formation of a healthy relationship with your child.

- Make it clear what you expect from the child. Listen to what your child is telling you!

- Listen to the child when he/she tells you about what he/she likes, his/her concerns or problems.

- Do not interrupt what the child tells you.

- Give the child the opportunity to know that his/her point of view and his/her ideas are important.

- Sit at the child's level! Make eye contact with the child when he speaks to you or when you speak to him. Make the difference between the person of the child and his/her behavior. Remember that the purpose of identifying a child's negative behavior is to help him / her improve his / her behavior. Avoid blaming the child and focus on correcting the behavior. Be clear with your child about: the behavior you disagree with; the behavior you want him/her to have instead of the inappropriate behavior. Example: "Wash your face with water!" instead of "You're dirty!". Watch your nonverbal communication! Participate in games with children! Smile them as often as possible!

- Some simple ideas can help them naturally use the words that express love.

About children's emotions and emotional management.

- How do children learn about their emotions? The ability of children to recognize, understand, accept and express their emotions in an appropriate way (without hurting others) is a good predictor of the child's mental health, emotional and social well-being.

Emotional resilience is the ability of the child to cope with the day-to-day emotions in a healthy way, to be empathetic and attentive to the needs of others, to manage his emotions and to adapt well to stressful situations and unpleasant experiences or which creates discomfort.

Children learn emotional expression through:

- Noticing the behaviors of parents, other children or characters in stories and cartoons.

- Imitating the behaviors of others: for example, a child learns to verbalize the emotion he feels: "I am happy!" or "I am sad!" if he notices that the parent also verbalizes the emotions.

- Consequences of verbal expression of emotion: for example, a child may be discouraged from expressing his emotions when the parent invalidates the child's emotion (for example, he tells him: "Don't be upset anymore! I hit you slightly, why are you crying?") or ignores him.

Recognition and acceptance of emotions



- First of all, it is essential to accept your different emotions such as emotions of joy, sadness, fear, anger as normal and healthy.

- When parents express emotions in words in an appropriate way ("I am happy", "I am sad", "I am angry"), children learn that emotional expression is normal and healthy.

- The child's emotions are not good or bad, they express a way of relating to the present context. What we feel is determined by the way we perceive and interpret the reality around us!

Expressing emotions in an appropriate way

- Children need to learn how to express their emotions in an appropriate way, what words, expressions or actions to use to express them. Also, children need to know what are the inappropriate ways of expressing emotions, such as screaming, using bad words or aggressive behaviors (throwing objects, breaking, hitting, etc.).

- Help the child verbally express his emotions
 - Ask your child how he feels in different contexts
- Pay attention to your child when he shares what he feels or what he has done. Stop what you are doing at that moment and look at it.

- Verbalize what your child told you to convey the message that you paid attention and that you understand what he feels or felt. "You tell me that you were happy when you were praised by the ballet teacher for how you moved during the class, right?", or "You tell me that you were sad when Maria spoke ugly to you, right?"

- Ignoring and denying the child's emotions can teach him that what he feels is not important and he will learn not to express his emotions anymore. Thus, the parent's chance of helping the child is greatly diminished.

- Help the child pay attention to the people's emotions. "How do you think George felt when he finished building the castle?"

- Appreciate and reward the appropriate expression of emotions

- Notice and verbally express appreciation for how the child expresses his/her emotions. "I appreciate the fact that when you got angry, you took a break to calm yourself down!". Tell the child what you appreciate for him to know how it is appropriate to express an emotion. Teach the child to recognize and modify inappropriate expressions of emotions.

The first step in modifying these behaviors is the recognition and acceptance of the emotion that led to the inappropriate behavior: "I notice that you are very upset and angry when Matei takes your toy!". The second step is to tell the child to stop what he does and why ("When you hit Matei, it hurts him", "Oana is sad when you scream at her"). The third step is to tell the child what to do instead of the inappropriate behavior: "Stop screaming. You need to calm down and then we'll talk about what you want." Create context that facilitates the child's well-being.

Emotions management

- Adapting to situations where children react emotionally negatively is an ability we need daily. Other abilities are problem solving, changing attitude towards the situation, positive attitude towards oneself, seeking or asking for help, relaxing, distracting;

- Reward the child when he/she adequately solves a problematic situation (for example, when the child finds a solution to play with his friend with the same toy that initially created difficulties);

- Teach the child to have a positive attitude towards his/her own person. We can help the child form a positive attitude through the messages we communicate: positive appreciation of the effort to solve a situation, appreciation of what he/she achieved and discussion of how he/she would react or solve the problem differently in another situation. Teach children to use useful or functional thoughts "I can do this!"

- The child learns stress management strategies. Children need to learn what they can do when they are stressed or tired, how to relax or feel comfortable.

Strategies: Listening to pleasant music, taking a walk, talking to someone, doing relaxation exercises can be learned and practiced by children. Encourage the child to ask for help!



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RESOURCES FOR ADULTS CARING FOR CHILDREN OF PRESCHOOL AND CHILDREN WITH EMOTIONAL AND DISABLED PROBLEMS

Authors : Antonio Paolo Miccoli, Teresa Moleon Linares, AGIFODENT , Spain

Introduction

We know how important it is to have the ability and tools to work emotions with children in general for their favourable personal and emotional development. In our case, which we work on different emotions with children who have emotional problems and disabilities, it is a fundamental job that adults should develop, be they parents, caregivers or professionals.

With these activities and games we can help you develop each and every one of the basic emotional skills. Best of all, we will do it in a simple, fun and motivating way so that any child, whatever their disability can actively participate, since these activities and resources are based on two basic pillars in childhood:

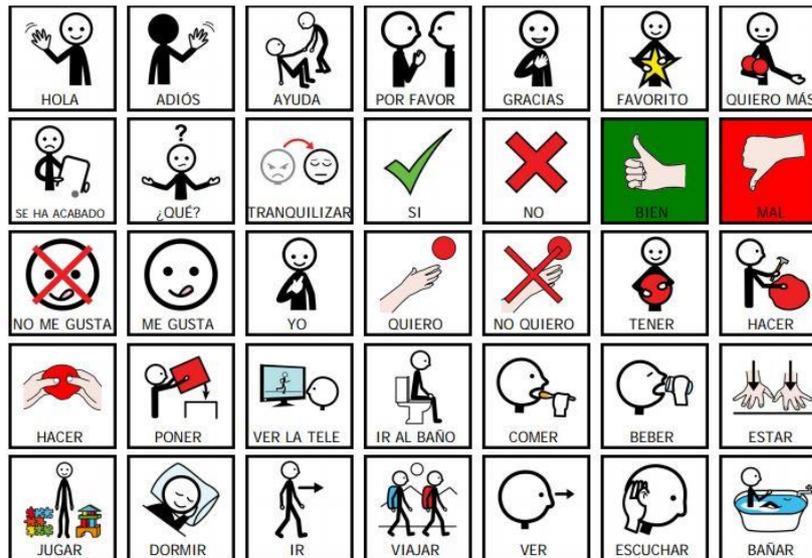
- The game, which is the mechanism designed by nature itself to push the child to learn (with greater or lesser difficulty), as well as a great means to practice skills and abilities (and thus be able to learn them in an efficient way).
- And the stories, whose stories offer children a frame of emotional training like no other, because the reader can live very different emotional experiences but from a safe distance that allows him to feel safe. It is undeniable that books allow introspection, self-awareness and self-knowledge. In addition, it is always easier to talk about what happens to others, than to talk about what happens to oneself. There are many stories that deal with experiences of children or adults with disabilities, which would be interesting for them to see their own situation normal.

To all this we must add our respectful and loving interaction. We are his example, the mirror in which they look. That is why it is important to start with yourself and work on our emotions and abilities (social, personal and emotional), and then be able to help children work theirs.

We must not forget two fundamental ingredients to work with these children: patience and empathy. We probably have to repeat the explanations or the activity itself numerous times. In addition, putting you in their place to better understand the emotions they feel is essential for these activities to be helpful. While work can be harder due to the profile of children, the results are much more satisfactory.

Depending on the type of disability suffered by the children with whom we work, we will have to prepare all the material (print, cut, color, paste ...) or we can do these tasks together, trying to give them maximum prominence.

A basic resource for working with children with emotional problems and disabilities is the "pictograms". The pictograms constitute a resource capable of adapting to various communicative purposes in the teaching that takes place in contexts of diversity. Especially for students with special educational needs and language impairments, they are an essential support that facilitates the understanding of "their world" and the messages of their environment.



Example of pictograms of greetings, actions and basic expressions
<https://aulabierta.arasaac.org/>

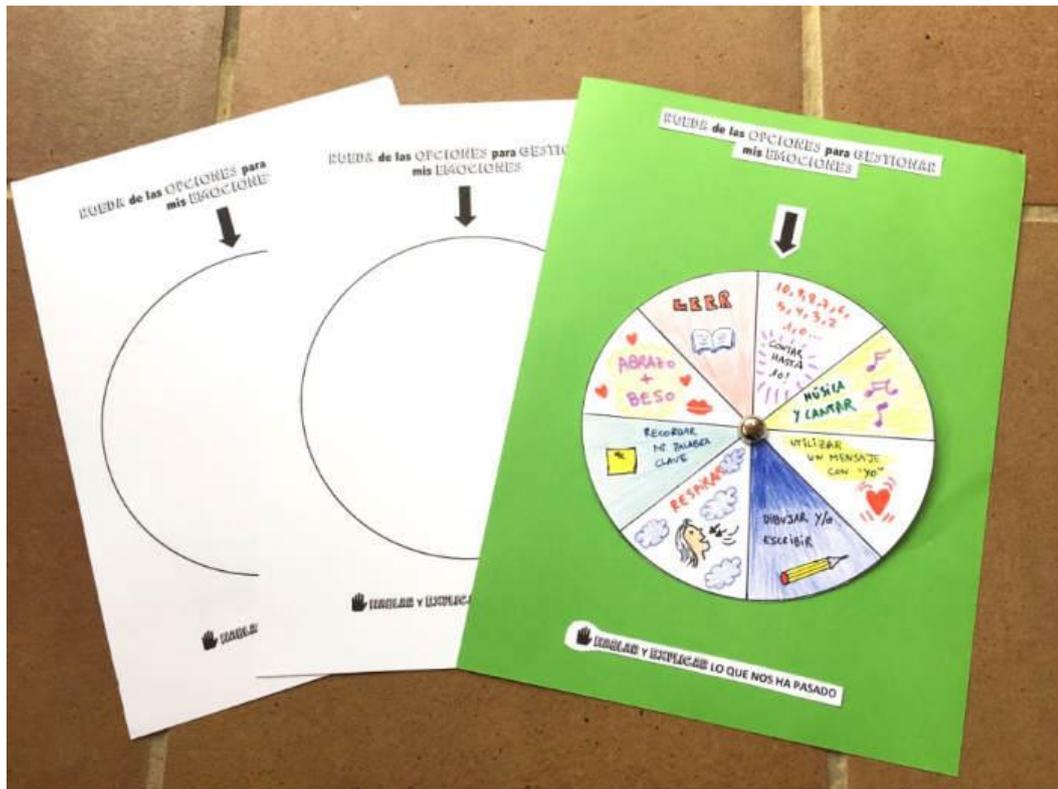
Resources for adults working with children with emotional problems and disabilities

A. Activities to learn to manage emotions

1. Wheel of positive discipline options.

This is a great tool for positive discipline that helps children remember options to channel unpleasant emotions such as anger, anger, rage or frustration. Many children with disabilities feel these kinds of emotions for having a more "complicated" life than most, and if left untreated it can lead to more difficult trauma.

We should simply sit with the child at a time that is relaxed and receptive and make a list of things he can do when he gets angry instead of screaming or hitting. It is important that we let the child participate actively and that we only try to accompany without giving him the solutions.



Web Club Peques Lectores

Then we will print the circle and choose between 4 and 8 options and divide the circle into as many portions as ideas we have chosen. Next we will draw them and / or write in the portions and we will assemble the wheel as in the photograph. When the child feels overwhelmed and about to explode, he can turn to his wheel to choose a way to manage that emotion and put it into practice.

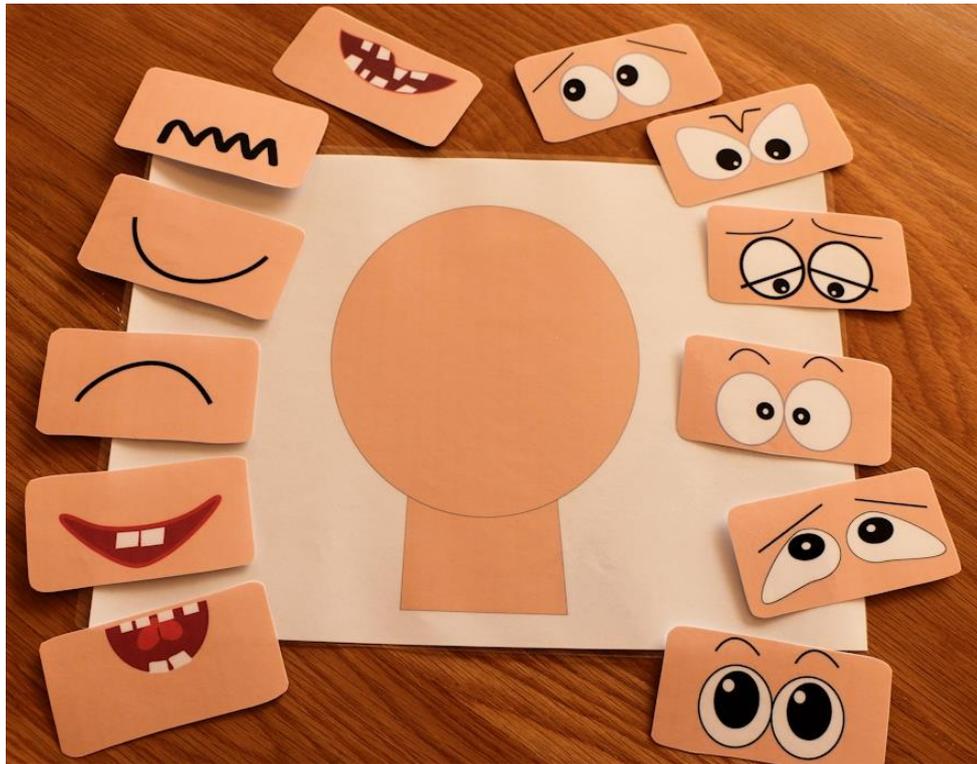
2. Drawing emotions.

A fantastic resource for regulating and appeasing strong emotions, sometimes derived from the special situation of children with disabilities, is to draw them while we are experiencing them. That helps reconnect the emotional brain with the rational brain. In addition to stopping, we change activity and discharge our emotion in a healthy and safe way for everyone.

We should only place a colored boat, a notebook or a pile of papers in a place accessible to children. We tell you in advance that you can go to draw your emotion when you need it.

They can scribble or make more relaxed drawings. They can also break, crease or tear the drawing once finished. As well as doing more than one if they need it. Finally, we can ask you to explain to us why you think you have made a drawing or another, depending on the feeling.

Finally, we can help you connect them with the facial expressions associated with each emotion, such as those in the image:



<http://www.elsa-support.co.uk/make-a-face-activities/>

3. Communication boat.

This is a very powerful resource for everyone to express their emotions, to verbalize in front of others the things they like (and those that don't) and empathize with the rest of the family members or classmates. It is also a good opportunity to realize that the things that they like, also like (or not) their friends, family, colleagues ... in order to realize that there are many more things that unite us of the That differentiate us.

It also helps create strong emotional and emotional bonds, promotes communication and respectful dialogue and reinforces the self-esteem of all participants, so important in children with emotional problems or disabilities.

It is as simple as having a boat and papers where to write those things that others have done for us and that have made us feel good, using the phrase: *"I liked it when ..."*.



Web Club Peques Lectores

Then we meet once a week, open the boat, read the sentences and try to find out the people involved. Then we let them discuss what happened and how they felt, giving them space to express themselves freely and feel that we care about the things that happen to them and the feelings they experience in their day to day.

4. Activity for self-knowledge.

In this activity we will invite children to write their name in large letters and in capital letters. Then they must take each of the letters and look for a virtue or positive quality that they possess and that begins with that letter. They will write it on the sheet and share it with the rest of the children and adults.



Web Club Peques Lectores

This activity is fantastic to promote self-knowledge but also to help them improve their self-concept ("how I am", "how I look"), from which one builds one's self-esteem, because if my self-concept is low, I will never be able to have high self-esteem, something so necessary in children with special needs.

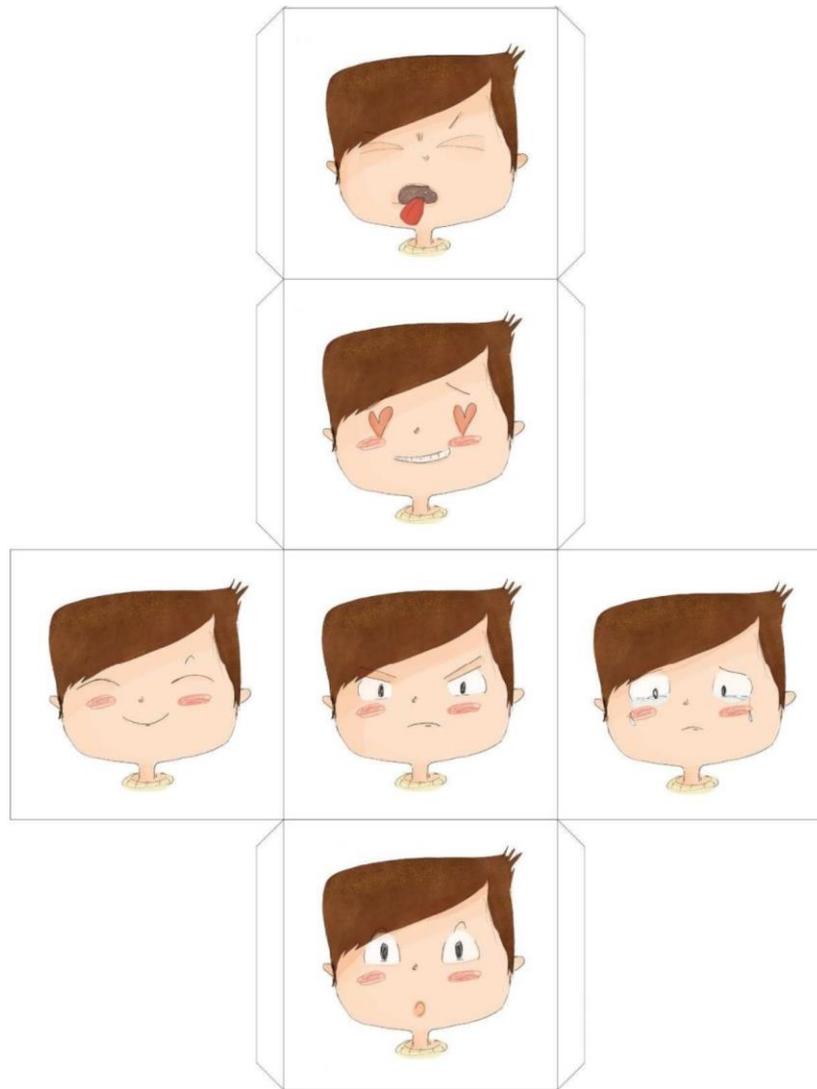
B. Games to learn to manage emotions

1. **Emotion die.**

The first resource is basic to start working with young children who have emotional problems of any kind. It is a very simple way to express the emotion that the child can feel in each moment.

We can highlight three benefits of this resource:

- Does not require oral or written expression, which facilitates communication between the child and the adult.
- The position of the dice can change at the same time as the child's emotions.
- We should not stay only in the word that represents the emotion, but this game can lead to develop the feelings that the child feels with each emotion.



2. Create a dictionary of emotions through which we can work on the recognition of emotions, expand emotional vocabulary, as well as improve their written and oral expression.

This activity can be done at any age (from about 2 years), because you can adapt it for children or preschool, primary school or even for teenagers. Depending on the age and degree of disability, the child will have more or less autonomy, but should always be guided by the adult.

It consists of taking several photographs with people, children or characters expressing an emotion and children must identify the emotion and classify the images. You can search the photographs online and print them beforehand. But it is interesting that some look for them together in magazines or newspapers.

For children with greater dependence you can start with a couple or three basic emotions (joy, sadness, anger, fear, love or disgust) and gradually expand to other more complex emotions.

You can paste the photographs on the page of a notebook and write the name of the emotion they represent very well. Take the opportunity to talk about that particular

emotion: how it manifests physically in our body, what things produce this emotion, what thoughts it causes us, what we can do when we feel it, ...

Depending on the age and disability of the child, you can write it in the notebook and so you create your own dictionary of emotions. In the classroom you can do the same or create murals to hang in the class.

3. **Read stories about emotions.**

Books can be our great allies in children's emotional education. For example, they help us to have greater emotional vocabulary, to recognize and identify emotions, to understand our vital experiences (past or future), to empathize with others, to raise awareness and words to what happens to us, show us models and strategies to resolve conflicts, they comfort us, encourage dialogue, ...

The most important is:

- Choose the story well to help us work on emotions correctly but without losing sight of the basic function of childhood literature, which is to entertain, have fun and engage the reader.
- Its simple reading is enough but you can maximize the educational potential of the story if you ask questions of curiosity about emotional aspects of the book, such as: *"What do you think the character feels?", "Why, what does it tell you? ", "And if I were happy, how would you know? ", "How do you think I could act? ", "What would you do instead? ", "What other things could I do? ", "How could I calm your anger or anger? "...*
- Take advantage of the reading to reflect with the children at what moments they have experienced these emotions throughout their day and, if appropriate, what they did or could have done to feel otherwise.

4. **The domino of emotions.**

This is a special domino where in each card we have: on the right side the name of an emotion and on the left side a situation that can cause another emotion. It is about putting the situations together with the concrete emotion that they produce, so that the game closes on itself and there is no excess token. If the children involved are small or with certain comprehension problems, we can simplify the definitions of emotions so that they are more understandable to them..

Te dan la nota de un examen difícil y estás aprobado	Desprecio	Tienes que operarte y te dicen que hay riesgos graves	Alegría
Confiabas mucho en una persona y de pronto te das cuenta de que te ha engañado	Miedo	Veo a la chica con la que salgo bailando cariñosamente con otro	Desengaño
Te dicen que a tu perro lo ha matado un camión	Vergüenza	Alguien te demuestra en público que dijiste una mentira muy grande por presumir	Celos
Jugando golpeo sin querer a un compañero y éste me insulta con la palabra que más hiera	Envidia	Tengo un examen mañana y todavía me queda por estudiar la mitad de la materia	Ira
Llevas 2 meses en el extranjero y te acuerdas de una persona a quien echas mucho de menos	Fobia	Me molesta mucho encerrarme en un ascensor	Tristeza
Saco muy buenas notas y me río de una compañera suspendida	Amistad	Hay una persona especial con quien puedo compartir mis alegrías y tristezas	Nostalgia

5. Mime of emotions..

Several cards are prepared and different emotions are written on them. Then the child takes a card and must represent the emotion mimically. The rest must guess. Who is right is the next to leave. If we are many, we can make groups. The objective of this game is to deepen the emotions they feel, whether due to vital situations or situations that they must face due to their special situation.

We can increase the difficulty by putting emotions or feelings less known to children. With this easy activity, children learn emotional vocabulary, to put words to things they have felt,

to look at how their feelings manifest throughout the body, to observe others, to pay attention to nonverbal emotional communication and gestures and bodily expressions of emotions.

6. Bingo of emotions.

Each player has a board and the cards of emotions are removed and put a mark on which is the same on our board. Win who first has a full line (horizontal or vertical).



5. Happiness Recipe.

In this dynamic we will write each our recipe to achieve happiness. It seems simple but surely we are surprised with the answers that children with emotional problems or disabilities can respond to their idea of happiness.

We must first think about what ingredients our recipe needs and then we will put the amounts of each. Once our recipes are made we can share them and discuss with the rest.

With this little game we favor getting to know ourselves and others better and discover what are the important things for each one.



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METHODOLOGY FOR ADULTS CARING FOR CHILDREN WITH EMOTIONAL PROBLEMS AND DISABILITIES

Authors : Antonio Paolo Miccoli, Teresa Moleon Linares, AGIFODENT , Spain

Introduction

Emotions dress every aspect of our lives and our daily lives. Knowing how to control them, manage them and use them through the promotion of emotional intelligence will allow us, without a doubt, to face our day to day in a more efficient way. This is a complicated task for any adult who wants to reinforce the emotions of their children, students, family ... but, without a doubt, it is a much more complex task if the target children have some kind of emotional problem or disability.

Emotion, thought and action are the three pillars that spin every moment of our being. Hence the importance of delving into that type of knowledge to face certain situations, to develop in our society in an efficient way. So is it not essential that the little ones, especially if they suffer emotional problems or disabilities, also start learning emotional intelligence?

An example, think of those children with a poor ability to accept frustration, and even to obey a refusal, children who do not respect their peers and who tomorrow are doomed to a reality where unhappiness is going to be that problem with who are going to have to live, being unable to understand others.

Once the importance of working with these types of children is recognized, we will offer a series of tools that experts recommend for those adults (parents, mothers, teachers, legal guardians, family members ...) who have to help manage emotions with disabled children.

Guidelines for adults educating children with difficulties or disabilities

1. Emotional intelligence to control their anger.

Up to 18 months children basically need the affection and care of their parents because it gives them enough security to adapt in their environment, to explore and master their fears. But we must bear in mind that after 6 months they will begin to develop rages, hence the importance of knowing how to channel their reactions and correct any bad action.

There are babies who can hit their parents or siblings, scream in anger when something is not offered... actions that parents can find funny, but that are necessary to limit from birth, or learn to drive once they have been known the disability they have. Above all, they must be accompanied by messages that invite them to reason and control what they are feeling, in a way that they can understand according to their circumstances.

2. Teach to recognize basic emotions.

After two years, it is advisable to start children in the field of recognition of emotions, since it is when they begin to interact with adults and other children more openly.

How to do it? Through photographs of faces, drawings, asking them what happens to them, if they are sad or why they believe that the other is ... This is a perfect way for them to learn to recognize their emotions little by little and those of others, and about all, begin to develop the skill of empathy.

3. Name the emotions.

From the age of 5 (approximately, depending on the type and degree of disability) it would be perfect for children to know how to name emotions regularly: "I am angry because you have not taken me to the park", "I am happy because tomorrow we go on an excursion", "I am afraid that you will close the light because you leave me alone."

4. Teach to face emotions with examples.

It is common for these children to sometimes be overcome by emotions, such as tantrums that make them scream or hit things. It is necessary that we do not reinforce those situations, once the tantrum is over we can teach them, for example, that before

shouting or hitting it is better to express out loud what bothers them. Learn to express your feelings from a young age.

5. Develop your empathy.

To develop a dimension as important as this, with children with greater difficulty to manage their emotions, it is necessary to reason with them continuously through different questions: *How do you think the grandfather feels after what you have said? Why do you think your sister is crying? Do you think Dad is happy today?*

6. Develop your communication.

Talking with children, asking them questions, reasoning, playing, putting examples... is essential in their education and emotional development. We must continually favour those who can express themselves, (within their possibilities and circumstances) call their opinions and feelings aloud, and learn to dialogue with the others.

7. Teach active listening.

From an early age they should know how to keep silent while others talk, but not only that, it must also be an active listening. Hence, it is advisable to speak slowly, face to face and ending the sentences with a *"have you understood?", "Do you agree with what I said?"*.

8. Start secondary emotions.

From 10-11 years, secondary emotions will arise in their lives that will gain more weight such as love, shame, anxiety ... It is always appropriate that good communication with them allows us to talk about these issues openly so that they feel safe, as there will be situations that cause you a lot of anxiety.

9. Foster democratic dialogue.

As the children get older, more demands will appear on their part, hence from a very young age we teach them the importance of agreeing, of dialogue, of agreeing in a democratic way. The family is an example of society and is the best field of learning.

10. Allow the expression of emotions.

To foster emotional intelligence, it is essential that we provide these children with the appropriate confidence to call out what concerns them, that makes them happy but also

unhappy. Home and school are going to be those first scenarios where his life is going to develop. If we offer them comfort so that they can express themselves and communicate, they will also do so as they grow and in other contexts. With this type of children it is essential to be patient and not compare with other children of the same age. The really important thing is to set goals in the short or medium term and to celebrate each achievement.

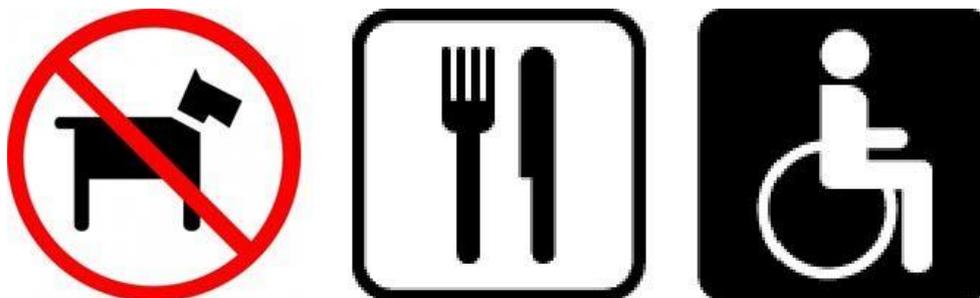
Knowing how to communicate and recognize their own and other people's emotions are, without a doubt, essential for them to mature gradually and achieve adequate solvency to integrate into society and be happy in it. We can give them that opportunity through emotional intelligence education.

Proposed methodology: pictograms

1. ¿ What are they?

A pictogram is a clear and schematic sign that represents a real object, figure or concept. Synthesize a message that you can point to or report overcoming the language barrier.

It is a communicative resource of a visual nature that we can find in different contexts of our daily life and provides us with useful information known to all:



Web Logopedia Ponce de León

2. Pictograms as an educational resource

The pictograms constitute a resource capable of adapting to various communicative purposes in the teaching that takes place in contexts of diversity. Especially for students with special educational needs and language impairments they are an essential support that facilitates the understanding of “their world” and the messages of their environment.

In addition to using another sensory channel, sight, one of its greatest advantages is that they are not ephemeral, such as spoken or signed messages, but are tangible and remain in time and space, allowing anyone to access it in every moment.

The pictograms are noticeable, simple and permanent. These qualities are of great help to anyone, because we all need clues that help us understand the world and “order it” in our mind, but they are especially important for students with attention, memory, language and generalized developmental disorders.

3. Utility with children with different abilities

Pictograms help to understand the world around them and are used functionally in multiple ways.

They can be used as personal agendas helping to know what is going to be done, what is going to happen throughout the day or somewhere in it and helping to plan the daily life of a person with autism, for example.

They are used to modify inappropriate behaviors, in those cases, for example, in which a verbal explanation does not arrive or is not valid and causes behavior problems to be reduced. The same explanation, expressed verbally and accompanied by images, helps disabled children to better understand their surroundings and feel more secure than if they only express themselves verbally.

They serve to guide in processes of explanation of certain tasks, such as learning to go to the bathroom, learning to wait in a queue, etc.



Students of the Santa Teresa de Jesús school performing pictograms

They help to understand the important events that happen in the day, learning to behave correctly in relationships with other people, to explain what is wrong and should not be done, etc.

Through the pictograms, with associated sounds and phrases, it helps to understand concepts and increase the vocabulary of children with special education needs, who learn more easily through images, using these pictograms a posteriori as an alternative communication system .

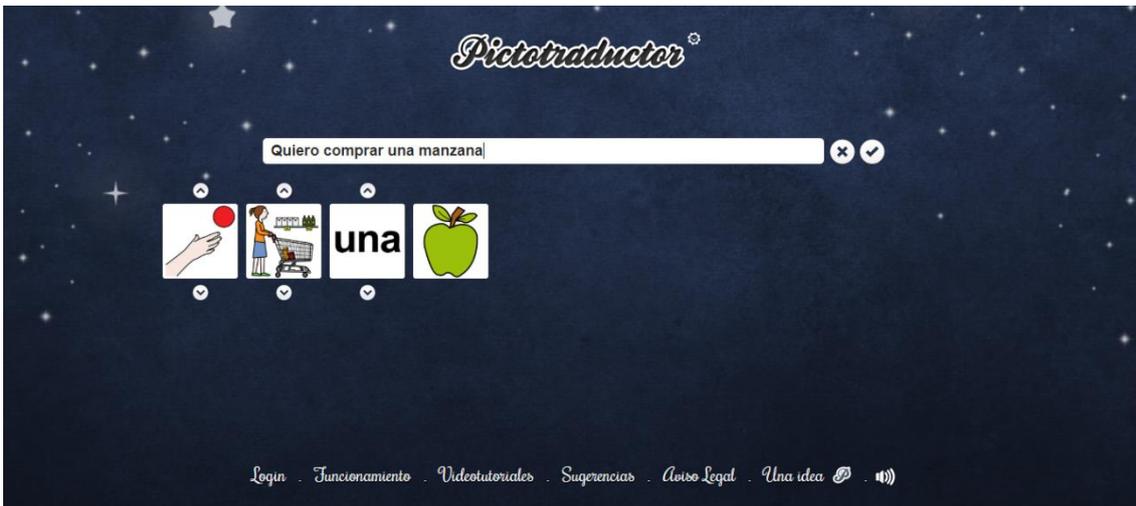
Through the pictograms we essentially help children, to place themselves in space and time, to anticipate events, to express their concerns and feelings, to communicate in an alternative way in a general way.

There are different models of pictograms for use: Boardmaker, Sclera, Arasaac ...

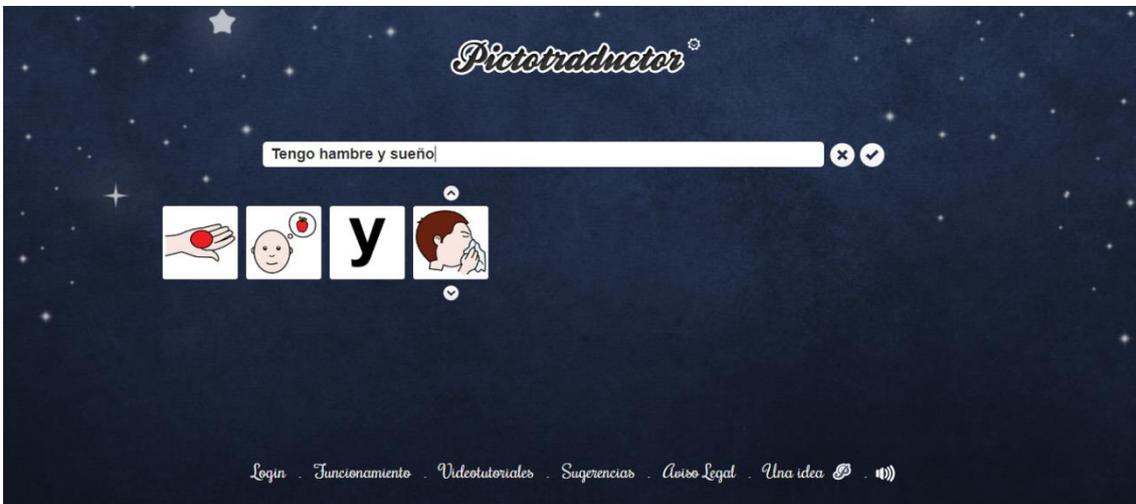
4. Pictotraductor

It is an excellent communication and expression tool for children with certain disabilities. Its use is simple: in the blank you write the sentence you want to convert into pictograms, as in the following examples:

“I want to buy an apple!”



"I'm hungry and sleepy!"

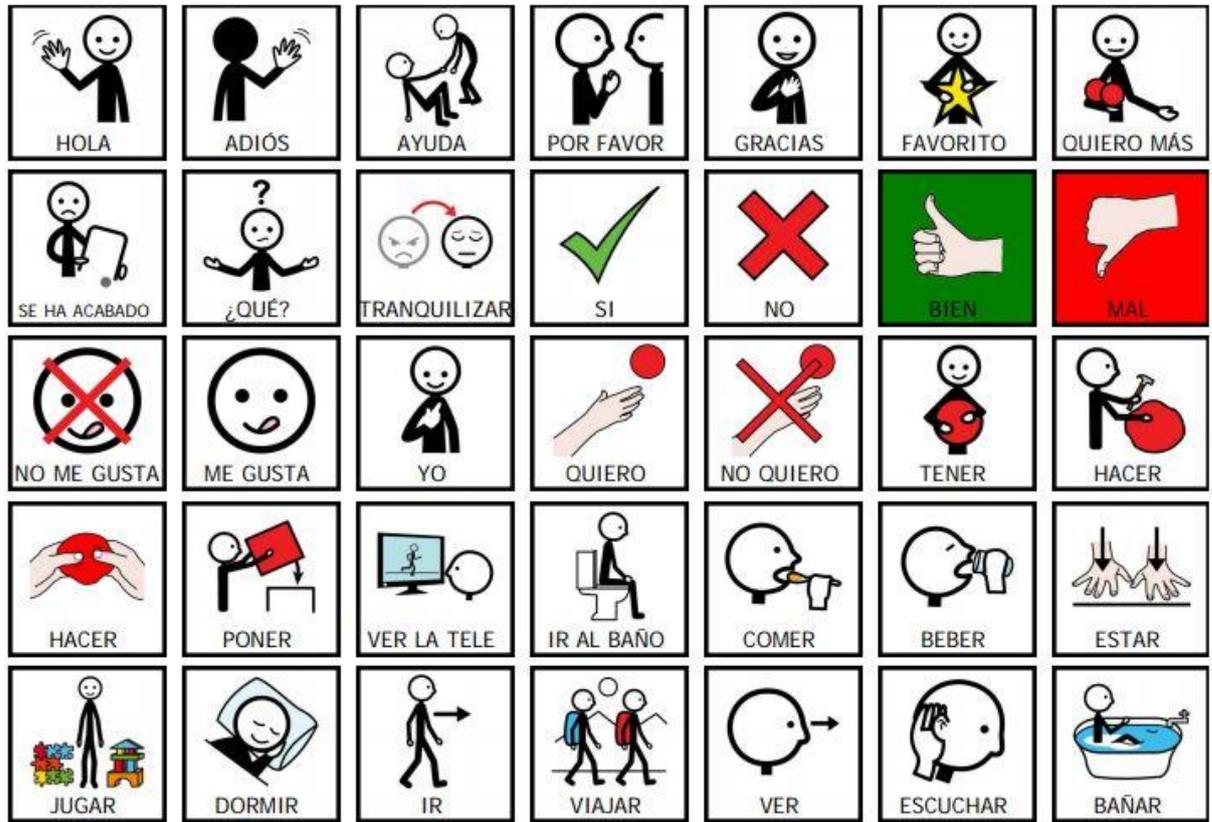


"I like reading and walking in the park!"



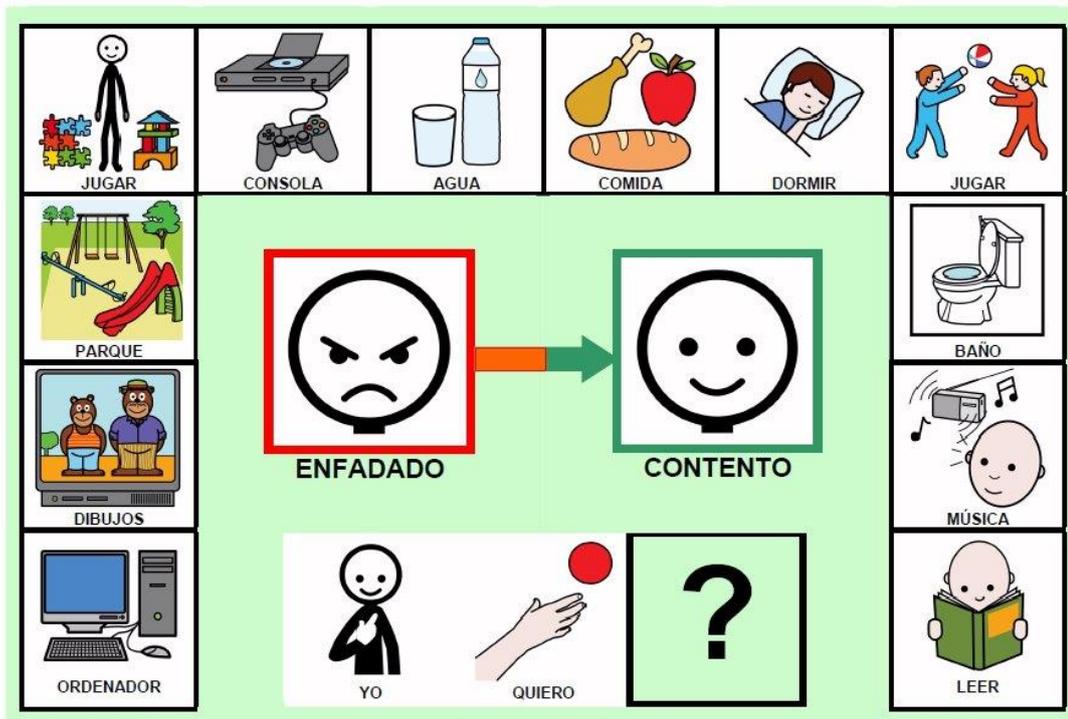
The web to use this tool is <https://www.pictotraductor.com/>

5. Examples



Pictogramas: ARASAAC (<http://www.arasaac.org>) Imágenes del usuario (Copyright no definido) Creado con Picto-Selector (<http://www.PictoSelector.es>)

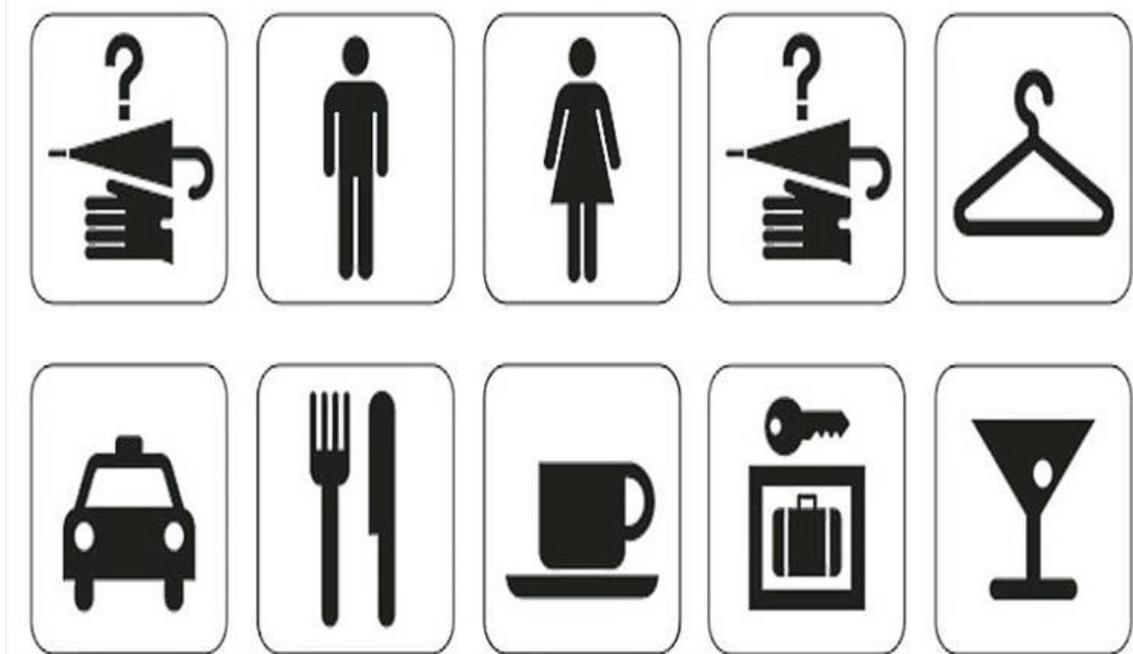
Web ARASAAC



Autor pictogramas: Sergio Palao Procedencia: <http://catedu.es/arasaac/> Licencia: CC (BY-NC-SA) Autor: José Manuel Marcos

<https://www.emaze.com/@AILIOIZW>

PICTOGRAMAS



www.elperiodicodeextremadura.com

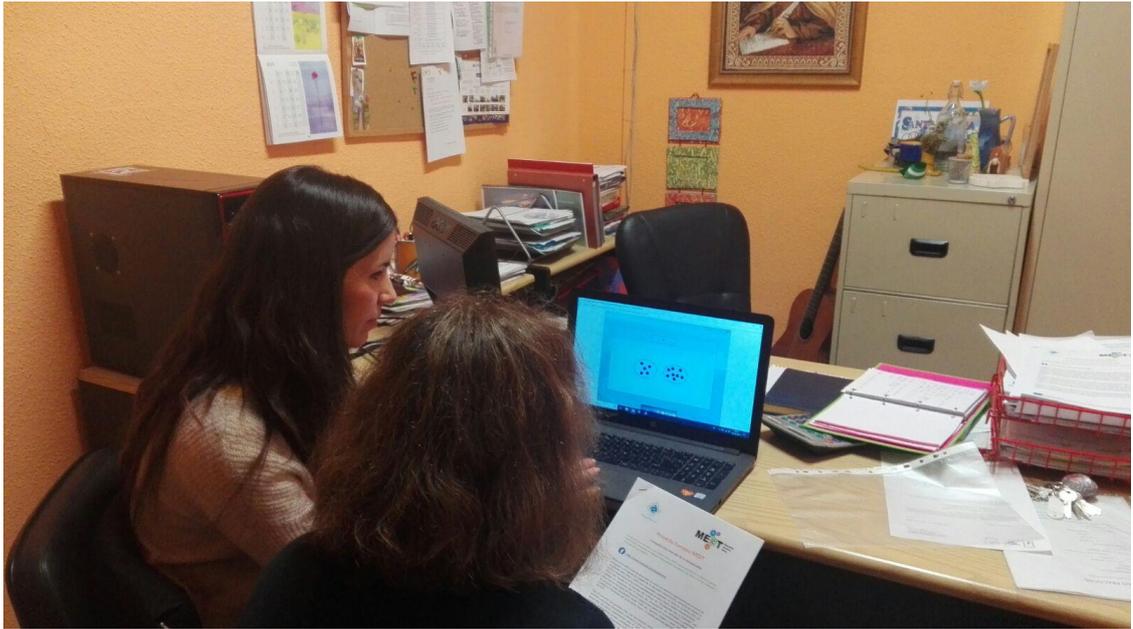
Case study

The Santa Teresa de Jesús school in Granada (Spain) is a benchmark for its work with children with intellectual disabilities throughout the province. On several occasions we have had the opportunity to work together on different projects, so we know, among many other activities, their great work to facilitate the communication of their students with physical and intellectual disabilities through the pictograms. For this reason they have received support to develop an application together with the University of Granada.

The first pictogram materials that they keep are 15 years old and are damaged by their use and their poor quality. However, together with the students, the teachers are renovating and digitizing the materials related to the pictograms, thus expanding their library.

*Exchange of experiences with pictograms
and other resources between
AGIFODENT staff and the director of the
Santa Teresa de Jesús School*





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ADULTS WHO CARE FOR PRESCHOOL AND PRIMARY SCHOOL CHILDREN WITH EMOTIONAL PROBLEMS FROM SINGLE-PARENT OR DISORGANIZED FAMILIES

Authors: Mirna Ibañez, M. Angeles Solano, AYUNTAMIENTO DEALZIRA, SPAIN

1. INTRODUCTION

First, to better understand that emotional difficulties may exist in disorganized families, we must clarify what the word dysfunctional means.

The Royal Spanish Academy (RAE) defines dysfunction as a derangement in the functioning of some organism or in its corresponding function. When this qualifier is applied to the family, it refers to that family that does not fulfill its functions.

Therefore, broadly speaking, a dysfunctional family is one that is not able to provide what is necessary for children to grow up healthy (both physically and emotionally) and happy.

2. HOW IS A DESTRUCTURED FAMILY?

The family is considered the basis of society, it is the platform through which individuals understand from an early age that they are part of a system.

However, sometimes this structure becomes a scenario of conflicts that are not addressed correctly. The immediate consequence is that each individual forgets the role they must play within the family, so it breaks.

Among family members there are always differences, but this is not enough reason to talk about dysfunctional structure, when these problems are not addressed in time, the conflict is aggravated, leading to lack of mutual respect and even mental and / or physical violence. These disruptive behaviors lead to emotional problems in children.

3. CHARACTERISTICS OF A DESTRUCTURED FAMILY

3.1 Role confusion: Family unit members do not assume their roles responsibly. This confusion of roles, whether by children, parents or both parties can lead to serious behavior problems, parents who are not responsible for educating their children will make them feel unprotected, also the disobedience of an older child will generate that younger brothers or sisters see that behavior as normal.

3.2 Violence in the family nucleus either emotional, verbal, physical or sexual.

3.3 Alcoholism and drug addiction: In a conflictive home, there is a greater chance that one or more of its members will succumb to drug addiction.

4. SURVEY TO KNOW THE SITUATION OF A FAMILY

Guidelines: Choose one option for each of the following questions and at the end check the result.

1.- How often do you talk as a family?

- a) Everyday
- b) Once or twice per week
- c) Rarely
- d) Never

2.- Are manifestations of affection part of your daily life?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

3.- Can you have a conversation without arguing?

- a) Without any problem
- b) Easily
- c) Rarely
- d) Impossible

4.- Do they accept each other's flaws and know how to cope with them?

- a) Without any problem
- b) Easily
- c) Rarely
- d) Impossible

5.- How often do you share your concerns with your family?

- a) Everyday
- b) Once per month
- c) Rarely
- d) Never

6.- How often do you meet to celebrate a family event?

- a) Once every 2 months
- b) Once every 6 months
- c) Once per year
- d) Never

7.- Are decisions that affect the family taken together?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

8.- Facing and adversity or family problem, which is the reaction?

- a) Solidarity and support
- b) They are interested, but there is no support
- c) Only informed
- d) Indifferent

9.- ¿Cada miembro de la familia realiza alguno de los quehaceres del hogar? Does each family member do any of the household chores?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

10.- Does each family member fulfill their responsibilities?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

11.- How often do you choose to spend time together for family fun?

- a) Everyday
- b) Once or twice per week
- c) Rarely
- d) Never

12.- When you go for a walk or on vacation, how do you do it?

- a) All the family together
- b) Parents and one or more children (but not all the family)
- c) Only parents
- d) All separate

13.- How often do you invite other people to share your family table?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

14.- How often do you help people in need, as a family?

- a) Once per week
- b) Once per month
- c) Rarely
- d) Never

15.- What are the topics that you usually discuss as a family?

- a) Motivating issues
- b) Social or family problems
- c) We complain about everything
- d) We criticise other people

Results

If the answers are mostly “a”. The result is very good. Hay que seguir por ese camino y buscar nuevas maneras de continuar creciendo juntos.

If the answers are mostly “b”. The result is good, but there are some issues that can be improved. It is recommended to organise family activities to include all the members.

If the answers are mostly “c”. The result needs an improvement. The concerns about the daily life are affecting the family unit. It would be convenient to have conversations between the family members and establish certain days to improve the communication. It is also recommended to share more free time and to show affection.

If the answers are mostly “d”. There is a lot to improve. It would be convenient to ask for professional help.

5. FAMILY BEHAVIORS THAT CHILDREN MAY ASSOCIATE IN EMOTIONAL PROBLEMS

In a dysfunctional family it is possible to find several of the situations described below. The presence of any of these variables is a warning call and it can make evident the need for professional help.

These are some of the causes that can lead to emotional problems, with children in pre-school and primary education being the most vulnerable to suffering from them.

5.1 Very authoritarian or very permissive parents

It will lead to negative consequences in family life.

If our behavior is very inflexible we restrict the expression of the different personalities or if on the contrary we are too lax and we do not mark the limits to our children they will not develop a bond of permanence in the family unit.

The establishment of limits constitutes the rules that define who participates and in what way, that is, it establishes the differentiation of the members of the family group.

The rules in the family organization are very important because many of them are established in a non-conscious and implicit way and their members do not realize, as a consequence conflicts appear.

Thus, the rules in the family can be inferred from redundant patterns of behavior that are observed in the interaction of the members.

The relevance of knowing the rules of a family is that they allow people to relate, be understood and anticipate their behavior. Therefore, when a member deviates from the rules, inappropriate messages and gestures appear, and therefore, they enter an alert zone that generates stress and conflicts.

5.2 Households with communication problems

Family members are afraid or do not feel comfortable expressing what they feel or think, so they repress or use hints that generate more conflicts between the family, which is far from proper communication.

Maintaining proper communication implies transmitting information properly as well as understanding the message. Practicing appropriate communication patterns strengthens relationships and family ties. We must value the power of words because through them we think, reflect, express ourselves, communicate and also distance ourselves.

En la familia todo comportamiento es comunicación y como todo comportamiento tiene un valor comunicativo, es decir influye sobre los demás y nos influye a nosotros mismos. Por eso se dice que la comunicación es circular, ya que actúa como un mecanismo de retroalimentación.

Centrándonos en las emociones, como hemos visto anteriormente, está estrechamente relacionada la estabilidad familiar con los problemas emocionales y a su vez con los conductuales.

Communication is based on social conventions and it is very important for the family because it is an interaction process where horizontal and vertical relationships are built, messages, information, affections and behaviors are exchanged. In the family, all behaviors are communication and, like all behaviors, it has a communicative value, that is, it influences others and influences ourselves. That is why it is said that communication is circular, since it acts as a feedback mechanism.

Focusing on emotions, as we have seen previously, family stability is closely related to emotional problems and in turn to behavioral problems.

5.3 Questions to reflect

-. Are you worried about your child's mental health?

- a) Yes
- b) No

-. In relation to different mental health problems, answer below which of these aspects worries you in relation to your child.

- a) Anxiety
- b) Depression
- c) Psychosis
- d) Eating behavior
- e) Addictions
- f) Sleep behavior
- g) Others (specify) _____

-. Do you take any kind of measure regarding possible mental health problems of your child?

- a) Yes, I am aware of possible alarm signals: change in eating habits, changes in behavior, changes in mood, etc.
- b) Yes, I offer you a space for communication and support when you need it
- c) Yes, I ask for help from professionals when I consider it appropriate
- d) Yes, other ways
- e) I do not consider it necessary
- f) No, but I consider seeking professional help

From the previous answers it would be a good exercise to reflect and ask yourself at what point your children and you are as parents or legal tutor.

You can assess whether your child is developing emotions adequately or if on the contrary you think you have to improve some aspect, either asking for help from a professional or by yourself because you are trained to face the difficulties.

6. HOW WE CAN WORK THE EMOTIONS OF CHILDREN

The first step is to know how to identify our own emotions, parents are role models for children, so the first step is to work on emotional awareness, that is, be aware of their own emotions, their causes and their possible consequences.

A good way to start working on emotional awareness can be by answering questions such as:

- How do I feel right now?
- Why do I feel this way?
- How am I showing what I am feeling?
- What can I do to correct it?

At this point, it is also important to verbalize how we feel, in this way we contribute and expand the emotional vocabulary of our children while giving an example of how we manage our own emotional management.

The second step will be to help children manage their emotions and detect how they feel. It is important to teach children to connect with themselves so that they can better understand how they feel and any moment or day-to-day situation is good for practicing and developing emotional awareness.

It is important that they pay attention to their emotions, whether they are positive (such as joy) or negative (such as sadness or anger), and then be able to label them and name them. Then, it is important to work with them the cause of that emotion, that they verbalize what has caused them to feel that way. It should be noted that all emotions are legitimate and we must

accept them, what we must influence is the behavior that derives from it. In this sense, impulsivity can represent a danger.

As an example, we can teach our child that being angry is legitimate, but not hitting his friend because he has taken the toy from his hands.

6.1 Activities to work the emotions of minors

How can we put it into practice? We suggest the following activities and any time of day is appropriate to develop emotional awareness.

- Listen to music, play an instrument, dance or sing.
- Imitate different emotions in group.
- Read together stories that help emotional awareness.
- Identify the emotions between them, as if it were a team work and detect the reason for that feeling.
- Draw faces that express emotions.
- Write an emotional diary (it can be private, or have fragments that can be shared).
- The game and free time is very recommended to be shared as a family, as far as possible. It helps, among other things, to communicate, to tolerate small frustrations and to improve the sense of humor.
- Strengthening physical contact through caresses and affectionate words has proven psychological benefits.

It is also essential to work empathy, this is a key aspect in emotional management since it is the ability to recognize, understand and connect with the emotions of others and allows understanding the point of view of others as well as from the emotion they live. In addition, empathy favors the good climate in the home and other benefits for the development of our children, such as favoring the mirror neurons that include the ability to understand the emotions of others in their situation.

Therefore it is recommended to act with empathy towards the children to put themselves in their place and be able to experience their feelings and emotions. You can exercise empathy through active listening, understanding and respect.

7. EDUCATE IN THE POSITIVE CONFLICT MANAGEMENT

It is essential that, from the early stages of childhood, children receive an education that helps them understand the benefits of dialogue and negotiation. In this way they will be able to resolve any type of conflict without reaching aggressive situations, that is, an education for nonviolence is necessary.

Bad behaviors are usually learned at an early age; Parents, family members and teachers play a fundamental role in these stages so that children face and live their emotions in a healthy way.

7.1 Tips to deal with emotions without violence in the family context

7.1.1 Participation in the lives of children from the early stages

It is less common the development of behavior and crime problems in those children who have a strong relationship with their parents and live in a feeling of trust. For this reason we must show affection and comprehension.

7.1.2 Orientation and supervision

Protection and support as they learn to think for themselves

If there is no adequate supervision, behavior problems may arise. Children depend on their parents, they need to receive protection and guidance on how to respond appropriately in case they receive any insult or threat from others.

7.1.3 Development of appropriate behaviors

The values of respect, nobility, honesty and pride are important defensive pillars for children when faced with the negative pressures of others.

When children's behaviors are praised constructively and without resorting to violence, we strengthen their strengths.

7.1.4 Rule setting

Clear expectations of one's behavior.

When standards are formulated, we must explain to children what we expect and what are the consequences of not complying with them. They will participate in establishing them and become aware of the benefits they have in their daily actions.

7.1.5. Violent acts

Control of violence that appears in the media.

Ensure that the home environment is away from violence and aggressiveness.

If the child observes the latter at home, he will be more likely to resolve conflicts in an aggressive manner. Beware of hostile discussions in front of them.

Regarding the media, you have to limit the daily time to watch television with a maximum of two hours, you have to monitor what programs you watch, what children are drawing and what video games are more fond of playing.

We must discuss with them the scenes of violence or aggressiveness that appear in these media and the consequences they would have if they happened in real life, looking for other alternatives to solve conflicts.

7.1.6 Opposition to violence

Firm and calm words against harmful attitudes

We must instill in children the value of tolerance and show them the importance of dialogue. We will encourage you to understand that using violent words or silently accepting aggressive behavior can hurt you a lot.

We will teach them to respond firmly and calmly when they contemplate violent acts among people, so they will be brave, keeping calm when others insult, throw threats or even hit.

8.CONCLUSIONS

The experience as teaching professionals has allowed us to verify that the emotional alterations of our students primarily affect their abilities to function on a daily basis and solve the complexities of daily life. These alterations can affect children in their way of thinking, feeling, behaving and relating, as well as affecting their academic performance.

Studies show that inappropriate handling of emotions in childhood can lead to mental disorders such as: depression, bipolar disorder, addictions, eating disorders, sleep, anxiety, schizophrenia and borderline personality disorders among others.

We encourage caregivers of children in situations of emotional problems to put into practice the methods and suggestions presented in this article.

After our experience with children with emotional problems we have concluded that what is essential for them to develop their emotions optimally is that they feel loved, accepted and understood by the members of their family unit and more in the case of unstructured families. The children change the life of the adult or parent, forcing them to reorganize their life, leaving less time for other, previously essential, issues, so the first step is to accept this change that occurs with the arrival of the children. Accepting this change is key to positively accompany children in their emotional development.

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STAFF WHO EDUCATE ADULTS WHO CARE FOR PRESCHOOL AND PRIMARY SCHOOL CHILDREN WITH EMOTIONAL PROBLEMS FROM SINGLE-PARENT OR DISORGANISED

Authors : Mirna Ibañez ,M. Angeles Solano ,AYUNTAMIENTO DE ALZIRA, SPAIN

3. INTRODUCTION

Throughout history there are several authors who studied **intelligence**: Edward Thorndike in 1930 described social intelligence as the ability to interact with other people and 10 years later, David Wechsler stated that the affective components of intelligence can be decisive for success in life.

One of the authors who is very present today is Howard Gardner, who introduced the concept of multiple intelligences. But it was Wayne Payne who in 1985 first mentioned the term of emotional intelligence and who became popular in 1995 with the publication of the book "Emotional Intelligence" by Daniel Goleman, this author defines emotional intelligence as the ability of a person to handle properly and effectively your feelings and emotions.

In other words, it is the human capacity to feel, understand, interpret, control and modify the emotional states of oneself and also those of others. Emotional intelligence is being aware of the emotions that are behind our behavior. Do not suppress emotions, but direct and balance them.

This aspect of the human psychological dimension has a fundamental role both in our way of socializing and in the strategies of adaptation to the environment that we follow.

In fact, researchers and corporations began to detect decades ago that the capabilities and skills necessary to succeed in life were others that went beyond the use of logic and rationality, and these capabilities were not evaluable by any evidence of intelligence. It is necessary to take into account a broader conception of what are basic cognitive skills, what we understand by intelligence.

4. BENEFITS OF THE EMOTIONAL CONTROL OF CHILDREN

There are multiple benefits of developing good emotional control, as well as knowing how to recognize the emotional state at certain times.

Get a stable emotional control or balance:

- Increase motivation and help achieve goals:

Several studies have shown that emotional intelligence is extremely important when it comes to children achieving their goals. For example, if we help them detect and assume that feelings of frustration are part of life, they may move on even if not everything went as they wanted.

- Reduce anxiety:

Many children are anxious about a negative evaluation of reality or an incorrect control of emotions.

- Help you sleep better:

It is common for poor management of emotions to cause anxiety and generate problems for day to day. All this is negative for your psychic and physical health, and influences the quality of sleep.

By managing their emotions properly and accepting their negative emotions, they can understand the emotions of others and can regulate their behavior.

- Promotes psychological well-being:

Many pathologies of children are currently related to the correct emotional management, and therefore, their control is applied as a therapeutic method.

- Grant leadership capacity:

Emotional control is an essential competence of leaders. The leader's own emotional self-control or knowing how to understand others is a good demonstration of leadership skills.

- Promotes personal development:

Emotional control and personal development go hand in hand, since the personal development of an individual cannot be understood without proper self-knowledge and the management of one's emotions.

- Improves interpersonal relationships:

Knowing and understanding their own emotions and that of others helps them to lead conflicts better, something that is inevitable in living together.

- Protects and avoids stress:

Correct emotional management is so important to protect stress as not to cause it.

- Improves academic performance:

Having a stable emotional intelligence is closely related to attention and learning capacity.

- Improves self-knowledge and decision making:

Self-knowledge has a positive effect on self-esteem and on self-confidence in different everyday situations. It also allows children to evaluate their value system and beliefs and helps detect strengths and weaknesses in order to improve as individuals.

These concepts are related, they are like a column, if the base of this is strong the column will be straightened. That is, if they have a good emotional education, the rest of the components will remain erect and strong.

5. EMOTIONS THAT CHILDREN FEEL DURING THE DAY

Emotions are essential to survive and adapt to the environment in which we live. Thus, for example, anger helps us to defend, care and protect, while sadness invites us to think and process the situation or loss suffered.

These are the 9 emotions that children can feel throughout the day:

3.1 Fear

Fear appears in minors when they perceive a danger in the environment in which they are. As a consequence of this, they tend to flee from that situation, stimulus or person who is afraid of them. If the fear is very intense, surely paralyze them, and don't know what to do or what to say. In boys and girls this fear can also be manifested through problems in sleep behavior (not wanting to sleep, having nightmares, etc.)

3.2 Rage

It is an emotion of defense that arises when something seems unfair to them, when they are forced to do something they do not want, when they take away something they like or when they need to set limits ("up to here" or "not"). For example, when a child feels overwhelmed or invaded by a friend, rage invites him to take measures to protect himself, although sometimes the forms are not appropriate. Anger invites you to hit, insult, bite or assault. The fact that this is natural doesn't mean that behaviorally well. We must teach them to differentiate between emotion and behavior and to control their impulses.

3.3 Sadness

They feel sad when they have lost something, either momentarily (a toy) or permanently (the absence of a loved one). When children experience sadness, they have no desire to play or

move, tending to exclude themselves from the group and to carry out very slow movements. When we recognize the sadness of a child we must offer an environment where he can express his sadness and he can feel better (cry, convey affection through hugs, etc.).

3.4 Happiness

It is an emotion of approach, invites you to get together and share the achievements and successes with the people you love most (parents, brothers, teachers, friends, etc.). When they are happy they want to share, to play and they are more natural. The joy arises because they have achieved a goal that they had set, as simple as it may seem, or because they are or are going to do something they like very much.

3.5 Calmness

The emotion of calm is to which we must transmit to children every time they feel an unpleasant emotion in an intense way (fear, anger, sadness, jealousy, etc.). Each child has a different way of being able to calm him/her.

For example, in the face of fear, some children need to be hugged to calm down. Instead, others prefer to talk, play, etc. Children need an adult to self-regulate to restore calm. It is important that minors do not obtain calm or tranquility through an external element such as mobile phones or television but from a sensitive and responsible adult.

3.6 Disgust

Disgust is an emotion of defense, through it they reject that stimulus, situation or person that is harmful or potentially dangerous. For example, they may feel disgust towards snakes, certain foods and also towards some people. Feeling disgusted provides valuable information that we must attend to.

3.7 Surprise

Children feel surprised when something in the environment clashes with their expectations or breaks with expectations. It is very simple to surprise children because many things attract their attention due to the simple fact that they don't know them. Surprising children helps them to be interested in any topic or issue and their attention levels will be higher.

3.8 Curiosity

Curiosity is an emotion that is born from within the child. As the well-known phrase says, children are curious by nature. It's the need to explore and investigate what makes the child know the environment in which he is. Curiosity is the emotion that allows them to develop their autonomy, so we must encourage the curiosity of our children.

3.9 Shame

Children don't usually show shame until 2-3 years and is a result of low self-esteem and self-concept.

4. ACTIVITIES TO WORK EMOTIONAL PROBLEMS WITH CHILDREN IN CHILD AND PRIMARY EDUCATION

Below are some examples of activities to do with children.

4.1 Activities to do with children in early childhood education (1-5 years old)

In these ages the objective is to develop the first phase of emotional control, and this consists of the identification and labeling of emotions.

Emotional intelligence can be worked through:

Tales like:

<p>1. Emotional. Say What You Feel Authors: Cristina Núñez Pereira and Rafael Romero</p>	<p>2. The colorful monster 3. Author: Anna Llenas Serra</p>	<p>4. I have a volcano 5. Authors: Miriam tirado</p>
		

DICTIONARY OF EMOTIONS: to create the dictionary you must first look for images of people or characters either in magazines, internet or photographs of the own children. It begins with a couple or three of basic emotions (joy, sadness, anger, fear, love or disgust) and gradually expands to other more complex emotions. You have to hang a mural in the classroom and write on it the big name of the emotion it represents, while the images and

photographs are pasted you have to name the emotion, what can we make that emotion feel? in our body?, etc.

HOW DO YOU FEEL: another activity to work with children every morning may be to ask them how they feel and why.

4.2 Activities to carry out with minors in primary educations (6-11 years old)

Although the activities are separated by age, elementary students can also do those indicated for early childhood education.

THE TRAIN OF EMOTIONS (material by Javier Sobrino adapted by Andújar Orientation).

The aim is that they become aware and responsible about the effect of choosing one way of thinking or another, what emotions each option generates and what result. It is a totally practical activity to perform in any situation that happens in a given context.

The images should be placed on the floor one by one as presented below. When a conflict occurs, the child must go on the wagon and verbalize what has happened, what he thinks, what he feels, what he has done and the result.

With an example it will be better understood:

1st part of the activity:



1º WHAT HAPPENS: The situation of the conflict. *“Pedro has strained”* (standing on the 1st cardboard)

2º WHAT I THINK: *“It can't be, I've reached the line before”* (2nd cardboard)

3º WHAT I FEEL: *“Rage, wrath, anger”* (3rd cardboard)

4º WHAT I DO: *“I push him and insult him”* (4th cardboard)

5º THE RESULT: *“He pushes me too, we get more angry and we end up fighting.”* (last cardboard)



2nd part of the activity (Rational):

Let's see now what would have happened if you had thought differently. For this we make the child return to the first car, so that he rationalizes and obtains a better result.

1° WHAT HAPPENS: The conflict situation. *“Pedro has strained”*. (standing on the 1st cardboard)

2° WHAT I THINK: *“Pedro always wants to go first, but at the end we all go down, it’s not that serious. If he bothers me a lot I can say this to Pedro first and then to an adult.”* (2nd cardboard)

3° WHAT I FEEL: *“Although it bothers me, I don’t get so angry, I’m calm”*. (3rd cardboard)

4° WHAT I DO: *“I tell Pedro that it’s not okay to sneak in, that at the end we all go down, it is not so important, I know what I can say to the adult without getting angry”* (4th cardboard)

5° THE RESULT: *“We all get to go to the same place, the adult puts peace”*. (last cardboard)



WHICH EMOTION DO YOU FEEL? (material of Maria Olivares). The aim of the activity is to work empathy and emotions. We will show the following images and talk about each emotion and what causes it.

What emotion do you feel?
This afternoon after school, Isabel's mother scolded her in front of all her friends because she hadn't picked up her room this morning

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What emotion do you feel?
Pablo thought that he was carrying the homework done in his backpack and when he has reached class he has realized that they have forgotten them at home



What emotion do you feel?
Hugo has lent his favorite book to a friend and he has lost it



ROLEPLAYING: through the theater, propose various situations known to children, real or imaginary (preferably real), that children have to dramatize and the rest of their partners must try to guess the affective states in each of the events reported. With this activity we encourage the ability and creativity to solve conflicts.

5 EVALUATION

To have proof and know what stage the child is in, an initial evaluation must be carried out at the beginning of the school year and another at the end of the course to be able to observe and be aware of the progress that has been obtained after working on emotional education .

Then we have an evaluation model that you can modify and adapt to the stage in which the child is.

EVALUATION date _____	INITIAL <input type="checkbox"/>	FINAL <input type="checkbox"/>	
CHILD'S NAME			
TOPICS TO EVALUATE	EVALUATION CRITERIA		
	NEVER	SOMETIMES	ALWAYS
Give a name to the different emotions.			
Recognize and identify the basic emotions:			
Happiness			
Sadness			
Fear			
Wrath			
Surprise			
Shame			
Relate emotions to own situations			
Use emotional language			
OBSERVATIONS			

6 CONCLUSIONS

Emotions are essential for survival and coexistence. That's why children must learn to be aware of the emotions they experience at all times.

All emotions are subjective, that's why they must be normalized, legitimized and hold in consideration by the reference adults. When children experience an intense emotion, they need a meaningful adult to help them return to calm but first allow and legitimize the emotion and then, once the child is calm, give explanations and seek present or future solutions to the situation or emotion raised.

Emotional education is an essential part of the social skills and abilities that children must develop during the different school stages. That children are able to identify and express their emotions is even more important than that they know the basic mathematical operations: subtract or multiply.

There is a phrase from an educator that says: "It's not necessary that the students know how to place Neptune in the universe if they don't know how to place their emotions."

For this requires that adults be the first to know how to manage theirs and transmit what they have learned to children..

Emotions carry learning. The adult must provoke experiences that convey to the child that learning is pleasure. We must reduce repetitive activities and replace them with enriching experiences.

If there is no emotion, there is no learning.

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GAMIFICATION METHOD FOR SUPPORTING EMOTIONAL INTELLIGENCE FOR CHILDREN LOW IN IQ

Authors: İKBAL KARAMAN, BEYZA TÜRÜDÜ, ANKARA PROVINCIAL DIRECTORATE OF FAMILY, LABOUR AND SOCIAL SERVICES, Turkey

Abstract

Emotional intelligence is a concept that is directly related to individuals' ability to identify, assess, and control his/her emotions and as well as others' emotions. Recently researchers claim that intelligence quotient (IQ) cannot be the only way to measure human intelligence and that EI may be more important than IQ. In this context children with low level of intelligence quotient may have higher levels of emotional intelligence. Since EI is considered as a model of high performance recognition and improvement of EI for children with low level of IQ may have a life changing effect. Various tools, methods can be also adopted and used for defining, managing and improving emotional intelligence. The paper examines gamification method in this respect and it is aimed to provide insight to an emotional intelligence based approach to gamification. Thus this literature review covers the concepts of emotional intelligence, gamification method and the use of gamification in relation with EI for children with low IQ.

1. EMOTIONAL INTELLIGENCE AND GAMIFICATION

Throughout the years various variants and methods have been applied in order to assess human intelligence. Scholars and professionals have focused on intelligence quotient (IQ) as a standard measure of intelligence. Later people working in the field directed their direction in search for different types of intelligences (Goleman, 1998). The psychologist Howard Gardner, for example, has suggested that intelligence is not simply a single general ability; instead, he suggests that there are actually multiple intelligences and that people may have strengths in a number of these areas (Cherry, 2019). Dolan's study (2002) states that:

“The importance of emotion to the variety of human experience is evident in that what we notice and remember is not the mundane but events that evoke feelings of joy, sorrow, pleasure, and pain. Emotion provides the principal currency in human relationships as well as the motivational force for what is best and worst in human behavior. Emotion exerts a

powerful influence on reason and, in ways neither understood nor systematically researched, contributes to the fixation of belief” (p. 1991)

Thus the type of intelligence that has been mostly focused on has been emotional intelligence. The studies on emotional intelligence started in the 19th century so as the recognition and use of this concept date back to that time. As cited in Faltas (2016) through history, scholars in the field focused their emotional intelligence research on human development and individuals’ cognitive capacities and the individuals’ abilities to act purposefully, and on the continue development of strategic models to unify the practical conceptualization of emotional intelligence to the improvement of performance and relationships (Bar-On, 2012; Jafri, Dem, & Choden, 2016). Emotional intelligence has been conceptualized through diverse viewpoints highlighting a specific feature of EI. However the generally agreed definition of emotional intelligence refers to a person’s ability to recognize, understand and manage his/her own emotions and others’ emotions as well. In addition Salovey and Mayer (1990, p.189) defined emotional intelligence (EI) as “the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. In other words emotional intelligence is also about knowing yourself, connecting with others, handling stressful situations and making better decisions. These elements and features of emotional intelligence may be of great importance as regards to the children who have relatively low level of intelligence quotient (IQ).

Individuals low in IQ were able to perform as well as high IQ individuals when possessing a high EI, in particular, a high emotion understanding. Emotion understanding concerns the ability to comprehend the type of message emotions convey and to reason about how emotions unfold and develop (Fiori, 2015). Since intelligence quotient (IQ) cannot be the only determinant which affects a person’s success in live and his/her abilities especially in their education life and social circle, recognizing emotional intelligence of these children as well as understanding and improving may provide them an opportunity to be more successful in many aspect of life. Because EI contributes to increased motivation, planning, and decision making, which positively influence academic performance (Ferrando, Prieto and Almeida, 2010). For this reason attaching priority to the relation between emotional intelligence and low IQ would open a new useful view. According to Fiori (2015, p.4), rather, a good understanding of how emotions unfold and develop may better help individuals to exploit their self-control during a performance. On the other hand low level of emotional intelligence can have negative correlations with positive behaviors and abilities bearing in mind that IQ is

not considered as the sole determinative in this respect. According to a study aimed to explore the relationship between emotional intelligence and adolescent tobacco and alcohol use; ‘‘ EI was negatively correlated with a general, overall measure of tobacco and alcohol use. It is plausible that the adolescents with high EI may possess a greater mental ability to read others well and detect unwanted peer pressure’’ (Trinidad & Johnson, 2002).

As for the recognizing and improving emotional intelligence of children in low intelligence quotient there are many ways, tools and methods that can be applied. Among these methods gamification would have great impact on understanding and development of emotional intelligence. In order to adapt these method for the desired outcomes gamification should be comprehended well including all its stages, process and functions. Sets of processes and activities can be considered as gamification that can be used by applying characteristics of game elements. According to González, Toledo & Muñoz, (2016) gamification is the use of game mechanics and strategies in non-game contexts. Moreover gamification is an emerging area of interest as for cognitive, psychological studies in addition to other areas such as education, business life etc. Well-structured Gamified approaches have a higher chance of leading emotions of the children in the desired direction

2. GAMIFICATION METHOD

Gamification is a term that refers to the use of game elements in non-game contexts with the goal of engaging people in a variety of tasks (Borges, Durelli & Isotani, 2014). With the beginning of the late 20th century games were started to attract attention of people and started to be seen as a way to increase productivity. The term gamification was first used by Nick Pelling in 2002 which can be understood as using game mechanics and logic in non-game environments in order to engage people to achieve desired goals. In 2005 fist website based gamification designs were started to be developed. As to 2010, Jane McGonigal delivers her groundbreaking TED Talk, Gaming Can Make a Better World, in which she prophesies a game-based paradise: ‘‘When I look forward to the next decade, I know two things for sure: that we can make any future we can imagine, and we can play any games we want, so I say: Let the world-changing games begin.’’ This talk could well be the defining moment in the history of gamification (Growthengineering, 2019). Starting from 2011 to 2020 studies, development, implementations and creations in the field of gamification gradually increased.

In gamification techniques, participants are granted an award when they accomplish some desired task; these tasks are usually activities that make the communities grow (Thongtanunam, Kula, Cruz, Yoshida, Ichikawa, & Iida, 2013). Regarding the structural

aspect of gamification Hamari, Koivisto, and Sarsa (2014) argues that Gamification can be seen to have three main parts: 1) the implemented motivational affordances, 2) the resulting psychological outcomes, and 3) the further behavioral outcomes. First step of a gamified action can be accepted as motivating people and for this purpose implementing strategies. Then the second step is to have the expected outcomes at the end of an implementation. Lastly the last step of gamification that has sustainability is having cognitive and behavioral outcomes. This ties in with Nicholson's study (2015) which provided a framework for gamification method:

‘‘To operationalize these concepts, six elements inspired by game design will now be explored more in-depth: • Play—facilitating the freedom to explore and fail within boundaries. • Exposition—creating stories for participants that are integrated with the real world setting and allowing them to create their own. • Choice—developing systems that put the power in the hands of the participants. • Information—using game design and game display concepts to allow participants to learn more about the real-world context. • Engagement—encouraging participants to discover and learn from others interested in the real-world setting. • Reflection—assisting participants in finding other interests and past experiences that can deepen engagement and learning’’ (p.9). However the term gamification should not be understood as actual computer based games, they can be the activities that includes motivation and elements of gamification.

2.1. A Gamified Aspect to Emotional Intelligence

Emotional intelligence tends to be generally linked with some certain attributes such as self-management, relationship management, social awareness and self-awareness for its core is being able to understand and manage emotions. Gamification uses game-based elements and strategies to increase engagement, motivation, learning, and even solve problems. The greatest attraction of applying gamification to an activity or a course is that it encourages increased involvement and engagement (Brigham, 2015). For children low in IQ emotional intelligence should be fostered and improved in a desired direction. Gamification is a suitable tool for regulating emotional intelligence by enabling these children to be aware of their emotions and control them, this improvement should also be supported by recognizing and understanding others emotions. If the goal is to change someone in the long term, then the gamification system needs to be seen as a layer that can be removed so that the participant can be left in the authentic real- world setting (Nicholson, 2015). Thus while developing activities using gamification method pros and cons of the method should be considered as well as the content and desired outcomes. Possible outcomes for children low in IQ in the long term can

be specified as being able to control impulsive feelings and behaviors; taking initiative; recognizing one's own emotions and their effects on thoughts and behaviors; following through on commitments; adapting to changing circumstances and understanding the emotions, needs, and concerns of other people through empathy.

However, as a pedagogical concept gamification does not necessarily involve the use of an actual game or information technology. Rather, it involves the integration of design elements or activity patterns traditionally found in games into nongame contexts (Buckley & Doyle, 2017). Development of emotional intelligence in the children low in IQ can be fostered both through computer/mobile based gamified applications and physical or verbal activities in non-game environments. Lamprinou and Paraskeva (2015) makes distinction between these two types of gamification more clear by stating that:

Gamification is divided into two types; structural gamification and content gamification. The first type is about the use of game elements without any changes in the content to increase the learners' engagement. The content is not game-like, but the structure of this gamification type includes game elements to motivate learners through rewards. Applications of structural gamification mostly use points, badges, achievements and levels, as well as leaderboards and progress bars for the purpose of tracking the learning progress. The game elements, such as characters and story elements, are still elements of structural gamification as they do not change the content (Kapp et al., 2014). On the other hand, Content Gamification is the use of game elements and game thinking, in order to make the content more game-like. This type adds either story elements or challenges without turning the content into a game (Kapp et al., 2014) ‘ (p. 407, 408). Both types of gamification can be applied for comprehension and development of emotional intelligence.

Additionally, making use of emotional regulation as a function while designing games or gamified activities for improving EI of children low in IQ is a must. Because it is about the ability to manage emotions and behavior in accordance with the demands of a situation. In this respect games and gamified activities should encourage children to be able to comprehend their and other's emotional situation and to command their emotions accordingly. These children may have difficulty in developing or making use of the skills for this ability. At this point possible benefits of gamification method such as reduced disruptive behavior, increased attention span, better communication and social skills and positive attitudes towards learning should be directed towards desired emotional regulation of the children low in IQ so that the method could meet the emotional needs of children. Further advantages of gamification method for these children can be sorted as:

- Making learning fun and interactive,
- Teaching ways of regulating and understanding emotions,
- Helping negative emotions into positive ones,
- Aiding in cognitive development,
- Increasing level of engagement in learning environments,
- Boosting development of problem-solving skills
- Strengthening social skills,
- Providing instant feedback and so on.

Furthermore there are some steps for gamification that should be followed from beginning to end. At first one needs to find answers to four basic questions in order to be act in a planned way. These questions can be defined as:

1. Why we are applying gamification? – This is about goal
2. What do we want children to do? – This is about actions
3. Who are we designing for? – This is about players
4. How can we design it ?- this is about system (Manrique, 2013).

According to Morschheuser, werder, Hamari and Abe’s study (2017) gamification process should have the following basic steps:

Project preparation: All activities that have to be executed before the project starts;

Analysis: Activities that are used to identify the necessary knowledge of users, processes and the project itself;

Ideation: Activities to come up with ideas for gamification designs;

Design: Designing of gamification approaches and creation of prototypes;

Implementation: Implementation of a gamification approach;

Evaluation: Evaluation and testing of the gamification approach;

Monitoring: Monitoring of the gamification approach after the release (p. 1309).

2.2. Models and Gamified Activities for EI of Children Low in IQ

2.2.1. Gamification Design Framework

This framework was created by Andrzej Marczewski in 2017 which consists of three main phases: define, design/build and refine. Before all these phases begin there needs to be a pre-phase preparation which is about the discovery. The discovery phase is all about unearthing the real problem that needs solving and then understanding more about the people you are solving it for. It consists of three main steps (Marczewski, 2017).



Figure 1 the Gamification Design Framework

According to Marczewski findings (2017) stages for designing a framework in gamification should process as follows:

- Defining the Problem
- Defining the Users
- Defining Success
- Designing the User Journey

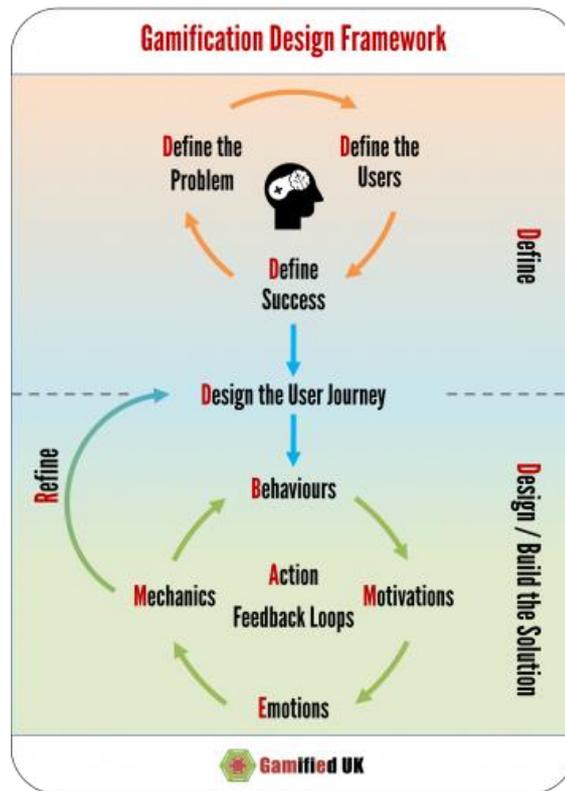


Figure 2 the Gamification Design Framework

2.2.2. "Name it to tame it" by Dr. Daniel Siegel

This strategy was developed by Author and Psychiatrist Dr. Daniel Siegel with the aim of calming children who is experiencing intense emotions or emotional melt-down. He made use of brain-science basics and the two simple steps to calm a child who is experiencing intense emotions. He categorizes brain as upstairs (above the cortex) and downstairs brain (below the cortex) and underlines which part of the brain is responsible for emotions in the downstairs brain. Left part of the brain works in order to name a feeling in the downstairs brain.

- Step 1: Connect

This step is about connecting with reason and logic which activates other side of the brain.

- Step 2: Name it to tame it

This step is about recognizing and understanding the current emotional status, naming the accurate emotion. Questions to ask are: I wonder how other person is really feeling / I wonder how I am feeling? (Practitioner should ask this questions to himself/herself). I wonder if you are feeling (Scared, curious, happy etc.) ? (Practitioner should ask these kind of questions to the child).

According to an article written by Debbie (2019):

“By putting this simple tool to work, your emotions can inform you and not overwhelm you. Here’s the basics of how “name it to tame it” works: When you are in high drama and an intense emotional response, your limbic brain starts pumping stress hormones to your muscles to tighten and prepare you for action. This fight-flight mechanism is deeply wired inside your nervous system and takes over. This is a good thing if you are alone in a dark alley to help protect yourself—not a good thing if you are running a staff meeting and get angry at a co-worker. Once you notice you are having a strong emotional reaction, the next step is to describe, or name it – whether to yourself or out loud. For example, saying mentally “I am feeling angry” or “I have a tight ball of nerves in my gut.” Choosing words to describe subtle emotions jump-starts your executive brain and calms down your emotional limbic brain. Calmly hover over your emotions, which gives your executive brain time to filter and organize your reactive, drama filled emotions. Now you have a greater capacity to choose your response in the moment.”



Figure 3 Name It to Tame It

2.2.3. Example Gamified Activities Regarding Emotional Intelligence

- Happy 8-12:

Happy 8-12 and Happy 12-16 are two software’s designed to train emotional competences in everyday life situations as well as in conflict situations among peers in the elementary

school level and high school level, respectively. These software's aim to train emotional competences of children by recognizing and regulating their emotions while being in a conflict situation. At the same time, the children also learn the most adaptive and assertive response to that situation. This whole process is carried out through 4 basic and progressive steps (see the figure below). This video game software's consist of 25 conflicts which are contextualized in different settings, such as the playground, the hall or even at home. The roles of the player (student) during the conflict can be three: a) the person that shows an aggressive behaviour, b) the person that suffers the aggression, and c) the bystanders. In each one of the conflicts the process of emotion regulation is trained in the following way:

EMOTIONAL REGULATION PROCESS			
1 ST STEP	2 ND STEP	3 RD STEP	4 TH STEP
EMOTIONAL AWARENESS	TRAFFIC LIGHT	REGULATION STRATEGIES	ASSERTIVE RESPONSE
Become aware of what you are feeling	STOP - BREATH - THINK	1. Behavioural and Cognitive Distraction 2. Show the Emotions: Talk to a friend, write to your friends... 3. Ask for help 4. Change your thoughts 5. Find a solution 6. Ask for help to an adult	N (Name) - E (Emotion) - M (Motive) - O (Objective)

Figure 4 Emotion Recognition Process of the Games



Figure 5 "Traffic light" process in the software

The game was applied to two different groups for a study and the effectiveness of the games was assessed by comparing two groups of participants. According to the study of Morente, Cuenca and Filella the following results were obtained: "Happy 8-12 video game led to a statistically significant improvement in both emotional and social competences among students. Moreover the scale of emotional development, which is the most sensible to changes, showed a high statistically significant increase. Another interesting effect of the

software was the statistically significant decrease of the levels of anxiety state of those children that received the training with Happy'' (p. 155, 156).

- Happify:

Happily, applies gamification strategies to happiness and wellness. It claims that it can increase users' happiness with fun activities and games, help people learn life changing habits based on science, and reduce stress. It presents several questions for you to answer about how you feel about children's current life and assigns them a certain Happiness Score. After that, it asks them to choose a track to work on such as Conquer Your Negative Thoughts. Each track asks them to perform tasks that are game-like, such as popping air balloons with positive words only. By playing these games and other game-like activities they earn points and medals and get to move on to other tracks with different activities.

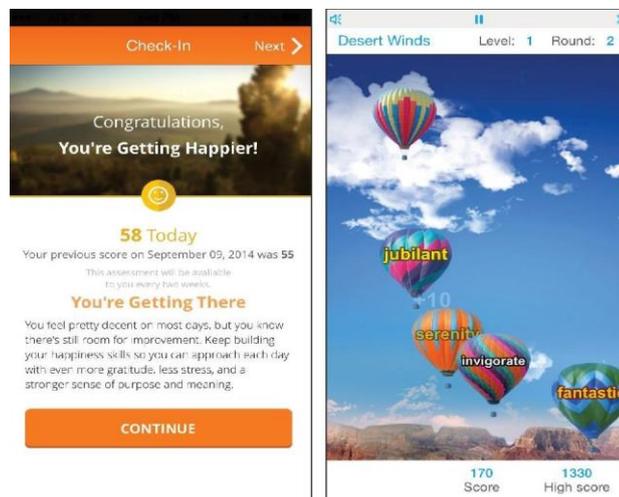


Figure 6 Happify App.

Emotional intelligence is the ability to recognize, understand and control one's emotions and this concept has been around since 90s. Furthermore, it involves being able to notice, understand and act on emotions in an effective way. The studies, implementations in the area of emotional intelligence made IQ ineffective, so this is not the only determinant for examining human intelligence. This situation applies to children low in IQ and taking emotional intelligence consideration is vital for improving their quality of social and educational life. These children's levels of emotional intelligence can be increased through various ways. At this point gamification steps in. Effectiveness of this method for children, learning and improvement of specific features has been proved through various studies and implementations. Gamified applications and activities are beneficial for EI of children low in IQ.

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DIFFERENT KINDS OF GAMES FOR ADULTS WHO CARE FOR PRESCHOOL AND PRIMARY SCHOOL CHILDREN WITH EMOTIONAL PROBLEMS AND LOW LEVEL OF INTELLIGENCE

AUTHORS: Ms. İKBAL KARAMAN/ Deputy Director, Ms. FATMA ASLAN
ÇOBANOĞLU/ Child Development Specialist, Ms. FETHİYE HECER YILMAZ/ Social
Worker, Mr. ALİ ÇİÇEK/ Psychological Counselor, ANKARA PROVINCIAL
DIRECTORATE OF FAMILY, LABOUR AND SOCIAL SERVICES, TURKEY

Abstract

Emotional Intelligence is the ability of a person to understand their own emotions, empathize with others' emotions and organize their emotions in a way that enriches life. Emphasis on developing emotional intelligence can lead to more effective use of cognitive intelligence capacity.

1. THE IMPORTANCE OF GAME IN DEVELOPMENT OF EMOTIONAL INTELLIGENCE

A game is an activity which enables the child to learn by himself/herself by experiencing and which is intrinsically motivated. The game consists of behaviors that include feelings of happiness, enthusiasm, excitement and curiosity. In the game, the child feels independent and free. Adults have the opportunity to get to know children in their most natural environment through games. The game, which is an activity dominating the first years of human life, plays a big role in the development of personality. Body, mind and emotional development affect each other mutually. As the child's intelligence develops, he perceives his environment better. The child who grows with the game learns many concepts about mental development in the game. The game develops the feelings of love and appreciation to control the child's emotional responses, to get away from the problems, to take self-confidence, joy and pleasure. This is an important contribution to emotional development, the child enriches their old experiences, behaviors and knowledge.

2. ACTIVITIES FOR DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN CHILDREN LOW IN IQ

2.1. Interactive Book Reading

Interactive book reading encourages the practitioner to ask open-ended questions about the story and connect listeners with the story and real life; this method involves basic behaviours such as reconstructing the story by the audience or creating a new ending and naturally the audience actively participating in the reading process of the story. As to mental development, reading interactive books enables the child to establish a cause-and-effect relationship. Improves problem solving skills, enriches the imagination world and increases vocabulary. It makes sense of emotions, improves an individual's ability to empathize. It allows viewing events from different angles. Target group for this activity is adults working with children with emotional problems and low intelligence (The study can also be applied to elementary school children with normal or low intelligence level with emotional problems. The activity group is formed with at least one maximum of five children. As the number of children increases, the duration of activity increases and the attention of children may be distracted). Observation method is used as pre-test and post-test. Practitioners observe the children in their natural environment, plan and implement the activity appropriate for the behavior / emotion he/she wants to develop in children. After applying the activity, they continue to observe the behavior / emotion of children in their natural environment. Aims of the activity are as follows: Achieving educational goals more easily; improving the child's receptive-expressive language skills and vocabulary; improving the creativity of the child; preparing children for reading and writing, the beginning of the relationship between writing and sounds; ensuring that the child develops a more positive attitude towards books and reading; making the child realize the feelings and thoughts of himself and others; providing the child with a more creative and effective learning atmosphere than traditional reading methods; enabling the themes and concepts covered in the book become more permanent. Materials to be used are: Thick paper / Cardboard, Scissors, Pencil, Rope (the number of materials should match the numbers of children.)

2.1.1. Points to be taken into consideration:

- A qualified story or fairy tale book is selected for the emotions and behaviours that may be of interest to the children, directed towards their needs, and intended to be changed or developed in the child. (Choosing a book that works on a theme of high interest ensures more permanent learning and positive attitudes towards the book.)

- Target words are selected from the book. Considering that there may be children who do not know the meaning of these words, they are explained while reading the book.
- Questions to be directed to children, examples and explanations are noted beforehand. The explanations are made based on the situations that children encounter in daily life or the words they know (Children can also share their experiences).
- There should be no distraction (toys, ornaments, other books, messy environment, noise, music) to distract the child in the environment where the book is read.
- All children must sit in a way that they can see the pictures of the book. (They can sit by creating a circle.)
- During the reading activity, practitioners use the appropriate tones and make the children feel the emotions by using the visuals.
- The practitioner says “We will read the book today... ..” and shows the cover of the book to the students. At first they talk about the cover of the book.
- Children are asked to guess what the story might be about. After taking the predictions of the children, the names of the book, the author, the illustrator and the publisher's names are explained showed by a finger. (Reading by finger is important for children to notice the direction of writing and pay attention to it.)
- By drawing attention to the title and cover art of the book, open-ended questions are asked about what the book is about and what kind of events may be in the story. E.g.; what do you think the kids are doing in this picture? What do you think that girl / boy thinks? What do you think that girl / boy will do now? Do you know what the picture is? Etc.



- Pictures on each page are shown to children. Children are asked what they see in the pictures. After the answers are received, they are repeated by the practitioner. (When the unexpected answers are received from the children, they are not discussed so that

the issue does not dissipate. It can be said that, "Well, let's read the story a little more, maybe your opinion changes.")

- When a sentence about the mood is read in the book, the sentence is left unfinished and children are asked to complete the sentence. "How would you feel if you were in this situation?" After receiving the answer, these questions can be directed: "So how would you behave? What would you do?" Then the practitioner continues reading the book.
- After reading the book, this question is asked; "Well, what happened to the children /mother/father /teacher/etc. in the book?" The practitioner waits no more than a minute for the children to remember the plot.
- After receiving the answers, the questions specific to the answer are directed (for example; how did his mother feel in the face of that situation and what did she do?). All children are expected to answer.
- After receiving the answers, these questions are directed to children; "Are there any times you feel like that?" he asks, then, "In what situations do you feel like this?" "How do you act when you feel like this?" All children must answer the questions.
- After receiving the answers, the practitioner makes a short speech about their emotional state within the scope of the book read with the children. If necessary, the process continues with a movement-based activity.

2.1.2. Model Implementation:



The practitioner places the children in a position where they can easily see the pictures of the book and be comfortable and pays attention that there are no distraction in the environment to distract the children. He/she holds the book towards children, reads the title. While reading the title, he/she also shows with the finger. The practitioner draws attention to the title and cover image of the book and asks open-ended questions to children about the

subject of the book and what kind of events may occur in the story.(What do you see in this picture? How does İnci seem like? Why do you think İnci seems angry?) Reads the name of the author/illustrator of the book and shows the name with a finger. He/she tells children to listen carefully to the story. While reading the story, he/she uses sound and emotion tones suitable for the events. (This helps children to direct their attention and understand their mood better.) He/she reads the story out loud to children so that they can hear clearly.

When İnci woke up that morning, the sun had already brightened the room. "Hurray! What a beautiful day! My mom will definitely let me wear my new skirt today!" But from that moment on, everything started to go wrong. When İnci got out of bed, her foot caught on a toy and she fell to the ground. "Oh my foot!" she shouted and rubbed her foot. Angrily she pulled her face and went to the bathroom.



İnci got angry again in the bathroom: The toothpaste was over. She had to use his parents' toothpaste. She did not like its taste at all because it was bitter. Ugh! From her temper, she closed the door of the bathroom hard. Then her mother came and said that she could not wear her new skirt. "İnci, you can't wear your skirt today, its cold." İnci cried, whining, but no use. She had to wear pants. Moreover, those ugly patched jeans. Problems continued in the kindergarten.

The practitioner asks, "How does İnci seem like in this picture? Why do you think İnci is angry? " "How would you feel if you were in her shoes?" he/she asks her questions in order and after getting answers from the children, he/she moves on to the next question. "What do you think might have gone wrong in kindergarten?" the practitioner asks. After receiving the answers, he/she continues to read.

When İnci entered, she saw that his favourite game corner was full. Children older than her had already started playing. Following them for a while, İnci approached by gathering her courage. "Can I play with you too?" but the big boys shook their heads: "No! You're too young to play with us! " İnci was furious. Pain came into her stomach from her anger. But she suppressed her anger, turned away, and sneaked out sticking her tongue behind their back



The practitioner asks, "Have you ever experienced a similar situation?" Then he/she asks the children who stated that they experienced: "So how did you feel then? How did you respond? ". After receiving the answers, the practitioner continues to read the book.

İnci started searching for her friends. But Burcu teacher said that Nil was sick. That's all I need! What would İnci do now? "Can I go out and swing?" she suddenly asked her teacher. "You can't leave now," Burcu Teacher said. "We will all go out together later. Come sit with us. I will read the book to you. Grumbling, "I know that book. It's a boring book! " she said.



She tilted her head and moved away from there. "What a bad day!" she thought. Pouting, she went to another game corner and decided to build a tower.



She began to lay wooden blocks on top of each other. She almost forgot her anger while building the tower. But the big tower suddenly collapsed with great rumble.

Practitioner asks: "If you were in her shoes, what would you do when your tower collapsed?" Then he/she continues to read the book after listening to the children who want to answer. In the book, he/she shows the pictures describing the reactions of İnci to the children one by one. The practitioner asks after each picture, "What is İnci doing here? How does İnci feel right now? What would you feel if you had experienced a similar situation?"

How would you behave? ”. (The practitioner can diversify the questions). After receiving the answers, continues reading.



İnci was angry again. She was even so angry that she started to get angry at everything. She was angry with wooden blocks, other children, and a little bit of herself. Her heart started beating fast. A temperature has spread to her body. Her face blushed like a tomato. Her stomach started to hurt. Now all this anger should come out. İnci started to throw the blocks into the air by getting angry and shouting!

"Why do you think İnci is so angry?" "Could she have experienced something else that we do not know?" "Is she angry just because his tower was destroyed?" Children's attention is drawn to the fact that İnci's anger has accumulated not because of the instant situation she experienced, but because of the bad events she experienced throughout the day.

Hearing the noise, Burcu Teacher rushed to the corner of the game immediately. "İnci, what happened?" she asked. İnci waved her arms violently in the air, knocking her feet hard on the ground. "Leave me alone!" she pushed the teacher. And for a while she showed her anger. Her teacher waited for İnci to calm down a little. Then, "Do you want to tell me what you get angry with?" asked the teacher. İnci's anger disappeared suddenly and regretted what she had done. She realized that other children were looking at him with fear. "Nobody will love me anymore," İnci thought. "Even Burcu teacher."

The practitioner asks; "How would you feel if you were İnci's shoes?" How would you like your teacher and friends to treat you? ” Each child hosul answer. After receiving the answers, reading continues.

But it didn't happen like İnci expected, and Burcu Teacher hugged him. At that time İnci began to explain everything to her teacher. She explained how bad the day started. Burcu

Teacher nodded in understanding. Then the teacher said that sometimes things can happen in a way that people don't want. "There's no use in continuing to be angry stubbornly, but it's best to find another solution to get rid of anger" said Burcu Teacher.

"After thinking what her teacher said for a while, İnci said," But what if my anger is too big to think of anything?" she asked. "Yes, this happens sometimes" said the teacher. Getting angry is a normal human behavior. And when you get angry, you need to get rid of it. But, by the way, one should not harm others. " İnci blushed. But this time she didn't get angry. "Sorry for pushing you," she whispered. "I accept your apology" said the teacher, smiling. "We were also lucky that the blocks you threw did not come to anyone. It could also come in the eyes of a friend. " İnci bowed his head and thought what she could do to get rid of his anger the next time she got angry.



The practitioner asks the children, "Have you ever done this?" After each positive answer he/she continues; "How did that make you feel?" "What do you do when you get angry?" he/she asks. In accordance with the answer given, "Does this make you comfortable?" he/she asks. After receiving the answers, reading continues.

She was delighted to see her mother come to take her. When they came home, "Shall we play games together, mom?" asked İnci. Her mother said, "Let's play, my daughter. But I have to call someone first, " mother said. İnci took the game she wanted and placed it on the table. "I am ready!" she called to her mother. However, her mother was still talking on the phone. İnci waited and waited. "Mom!" she called out. "Get back here now!" İnci started to get angry again. At that moment she wanted to throw the game against the wall. But that day, she remembered what they were talking to the teacher. She began to punch, pulling pillow towards herself.



İnci's mother slowly extended her head through the door of the room. "Wow! Who is this boxer? Where's my little daughter girl İnci? " İnci said by grunting "We were going to play games together?". But then she chuckled a little. Her anger faded away. "It took me a long time to speak, I'm sorry," her mother said. "But now we can play". İnci had another idea. She prepared anger warning sign with his mother to hang on the door of her room.

"What do you think anger warning sign means?" practitioner asks. He/she waits for all of the children to answer. The pracititoner adds his/her opinion to the answers given and explains what the anger warning sign is. "How do you think they made the anger warning sign?" the practitioner asks and waits for the kids' answers and says, "Will the anger warning sign work?". After receiving the answers, the practitioner continues to read the book.

They drew a cheerful face on the front of the sign they prepared from cardboard and an angry face on the back. So everyone would know how İnci feels and maybe they will understand that she wants to be alone at that moment. The sign was really beautiful. And İnci thought that the day that started badly was very good afterwards.



- The practitioner says to the children, "Yes, we all read what happened with İnci. Now, let's summarize the book we read and tell each other what's on our minds. "
- Asks children to repeat the sequence of events in the story.
- Asks children whether the story is real or not.
- Asks children to create a new ending for the story.

- Finally, to embody children's learning and ensure continuity, "Let's make our own Anger Control Sign!" the practitioner adds and gathers the children around any table (If there is no table, they can sit on the floor.)
- Three should be a thick paper or cardboard, scissors and pencil prepared in advance for each child on the table.
- Paper or cardboard is cut into triangles with children. (Each child receives help to cut it.) An angry face is drawn on one face. (That means: Leave me alone! The practitioner explains it to the children.)
- A cheerful face is drawn on the other side. (This means: The danger is over, you can enter! The practitioner explains it to the children.)
- A hole is made with a pair of scissors on the top of the sign and the children hang the signs on the door of their rooms.

2.2. Emotion Masks



Aims of the implementation are as follows: While expressing their feelings, some children may need more time, while it is aimed to gain respect and patience so that other children can give them time and wait without talking to each other (Respect). Some of the children may need more time while expressing their feelings, while other children are expected to gain time and respect, so that they can give them time and wait without talking to each other (Patience). Materials are emotion masks prepared before the event (happy, unhappy, angry, tired, surprised, etc.) Masks can be prepared using plastic plates and pipette materials, and face of emotions can be drawn on plastic plates (happy, unhappy, angry, tired, surprised, etc.) (A similar process can be carried out with materials such as paper cardboard at home) and the activity materials can be easily prepared. Visuals in which happy, angry, sad,

scared and confused expressions are drawn are shown to children. Children are asked to name these emotions. Questions are directed to the children about which feelings are experienced in which situations. For example;

- When I get the toy I want....
- When my friend does not share his toy with me
- When my teacher enters the class by crawling
- When my friend hit me
- When I see cats flying

Answers given by children can be noted.

2.2.1. Points to be Taken into Consideration:

Children who cannot express their feelings may be given time to think, and should not be insistent on this matter. The practitioner's instructions to children should be clear. Children should first be asked to define the masks of their friends after they define the emotions in their own mask. In the subsequent processes, after the care of the children, individuals may be recommended to talk with the children about the emotions they see in the newspapers and magazines and the causes and consequences of these emotions. Children play a game called “dance of emotions” under the control of the facilitator, accompanied by non-verbal music or a children's song known by children in the group. Children and facilitator stand up and they are lined up as 'U'. There should be emotion masks in a box next to the facilitator. Children are asked to put their emotional masks in different ways. They are asked which ones are reverse and which are straight. It is reminded that all cards should be reverse.



Accompanied with a song, the children are asked to walk freely in the classroom without touching each other, when the music stops, each child stands on an emotion card, then turns the card straight and gives that expression to their faces according to the emotion and complete the sentence (I am happy for sorry, i'm angry for i'm amazed for

....., scared for...). The practitioner should ask the children in turn the sentences they asked the children to complete. Children are especially reminded to respect each other and listen patiently to each other while playing this game. When the music stops, the children are made to look at each other and guess what emotion expression on their friends' faces.



Then, the children are asked to go to the tables and use the materials that can paint (paper, crayons, etc.) to work on the expression of the emotion they want and give names to these facial expressions. Pictures about the expression of emotions on the face are hung in places where children can see every day in the hall where the event is held and a corner of my feelings can be created with children.

2.2.2. Evaluation and Achievements

Following questions can be asked to children at the end of the activities:

- What feelings have we learned today?
- Which emotion did you make in your artwork?
- What did you feel while playing the dance of emotions game?
- Which emotion expression did you have difficulty giving to your face? Why?
- What makes you happy in your life the most?
- What surprises you the most?
- What upset you the most?
- What makes you anger the most?

- What scares you the most?

Achievements:

- To be able to define mimics, sounds and emotions,
- Self-control strengthened,
- Development of empathy ability,
- The development of emotion repertoire,
- Recognizing Emotions,
- Being able to establish a cause-effect relationship,
- Embodying Abstract Concepts,
- Emotional Development and Development of Self-Expression Skill,
- Social Development,

2.3. Sailing Towards a New Continent

1. *This activity aims enabling children to be able to evaluate what is absolutely necessary for life and development; distinguish requests from needs; link human rights and human needs; participate in joint working and decision making processes; understand the ways of evaluating other people's wishes and needs, empathy and discussion skills. At preparation stage, practitioner asks questions to find out what children know about their wishes, needs, and the rights of others. He/she makes a note of the information you have acquired at this stage to consider the outcomes after the game. He/she copies and cuts a deck of Requests and Needs card for each group; put them in an envelope.*



2.

The game consists of two or more groups consisting of at least 8 and more than 20 people. How many groups the game will be played with and the number of people in the group are kept flexible according to the practitioner's guidance and control ability on children. Group members are diagnosed with mild mental deficiency and will therefore consist of a child profile that needs emotional intelligence capacity to be increased. It is also suitable for children between the ages of 8 and 13, in terms of game content and playing style. When creating groups, the same number of children should be in each group and the number of girls and boys should be balanced. While creating the groups, lots can be drawn as a warm-up activity or the practitioner can determine the groups himself during the preparation phase. After the groups are formed, ask them to find a group name with the common decision-making method in order to increase the children's belonging to the group. Tell the children to think that they are about to sail towards a new continent. No people live where they go. So state that when they arrive there, they will be the pioneers who will establish a new country. At this stage, clarify the situations that they could not make sense of from the children. Use envelopes, Wish and Needs cards, glue, tape, paper and hourglass that are easily available in this game. Divide the children into small groups and give each group a full deck of Requests

and Needs cards. Say that these are the things they will take with them to live in the new country. Ask each group to open the envelope in their hand, spread all the cards and begin the investigation. Give the groups a few blank cards; Let them write whatever they deem necessary or want here. Use the one-minute hourglass to engage children in time management throughout the event, and use the bell bell to start and end the time.

2.3.1. Points to take into consideration

Highlight the following point: what they have left cannot be regained, and what they hold is necessary to build a new country beyond survival until it is 'saved'. Some items have been left particularly indeterminate to stimulate debate about determining what is so important and indispensable (for example, a mobile phone may be considered a luxury for others, but it can be seen as a communication requirement for others). Young children may find it difficult to distinguish between what they want and what they need. Help them by highlighting what is needed to survive in a new country. Compare the cards thrown at each critical moment during the interrogation. Ask the children what kinds of differences people see in their preferences. At the same time, with this activity, observe children's group work skills, participation in decision-making processes, empathic skills.

2.3.2. Implementation

Now state that the ship is about to sail and start with a narration that it was very pleasant at first. The sun was shining above and the sea was calm. But suddenly there was a big storm and the ship started to shake. In order for the ship not to sink, you need to throw three of the cards in your hand. Ask each group to decide what to sacrifice. Remind them that they can't get back what they threw. So collect the discarded cards and put them together in a deck.



Keep on telling. Finally the storm ended. Everyone was relieved. However, an incoming air report stated that a hurricane was approaching the ship. Three more cards must be thrown into the sea to get rid of the hurricane. But remember, by the way: what you will throw away is not what you will need to survive in your new country. Collect these new cards thrown as before in a deck. Continue the story. We've survived this! But we almost arrived at

the new continent. Everyone is so excited. The continent has already appeared on the horizon. But at that moment a giant whale hits the ship and opens a hole on the ship. In this case, it is necessary to lighten the ship even more! Three more cards will be discarded. Collect these new cards in a stack. Declare that you have finally reached the new continent and now it's time to build a new country. Let each group stick the cards they have on a large sheet of paper and see what was brought to the new continent so that everyone can see it. Are those left behind enough for you to live, grow and develop well?

2.3.3. Evaluation:

Tell each group to hang up the list they have prepared and explain what they are taking to the new continent. In this process, make sure to give every child equal voice. Ask about the activity by asking questions as stated below.

- What did you like about this event?
- How did you decide what would happen or not? What was absolutely necessary?
- Which decisions were difficult to make?
- Has there been any disagreement in the group about what is to be held and what to discard? How did you resolve such disputes?
- Are all people's needs the same? Who needs different needs?
- What do you think about the latest decisions you make? Can you survive in a new place? Can you grow and develop there?
- How did your group decide what to throw away?
- Did the most recent result surprise you?
- Lets evaluate the decisions

Emphasize that human rights are based on human needs: these are things that every person needs to live, grow and develop, and live an honorable life. Ask questions of the following type.

- Did you get what it takes to live?
- Did you get what it takes to grow and develop?
- What happened if you actually wanted to get it but did not consider it necessary?

3. *Message as a practitioner.*

Emphasize that everyone should have all human rights. Of these, things like food, medical care, clean water and shelter are essential for survival. However, others give the message that it is necessary for people to live and develop well.

STRATEGIES FOR TRAINING THE STAFF WHO EDUCATE ADULTS WHO HAVE EMOTIONAL PROBLEMS AND CARE FOR CHILDREN WITH LOW INTELLIGENCE

AUTHORS: Ms. İKBAL KARAMAN/Deputy Director, Ms. ŞEYDA PEKÇETİN/Psychologist, **ANKARA PROVINCIAL DIRECTORATE OF FAMILY, LABOUR AND SOCIAL SERVICES , Turkey**

Abstract

In current approaches to intelligence, not only cognitive intelligence is emphasized anymore, but also the role of other intelligence types such as emotional intelligence is examined. This study focuses on the benefits of helping kindergarten children understand their feelings, and aims to educate the staff who educate adults who have emotional problems and care for children with low intelligence. Accordingly, the relationship between IQ and emotional intelligence has been studied, and it has been observed that IQ and emotional intelligence are not mutually exclusive but separate skills. It is possible to say that emotional intelligence is a resource that provides information about the whole life of the individual. For this reason, it is important to contribute to the emotional development of children in preschool period and to determine the activities to this extent. The work done in the training given to the staff who will make this contribution is of great importance.

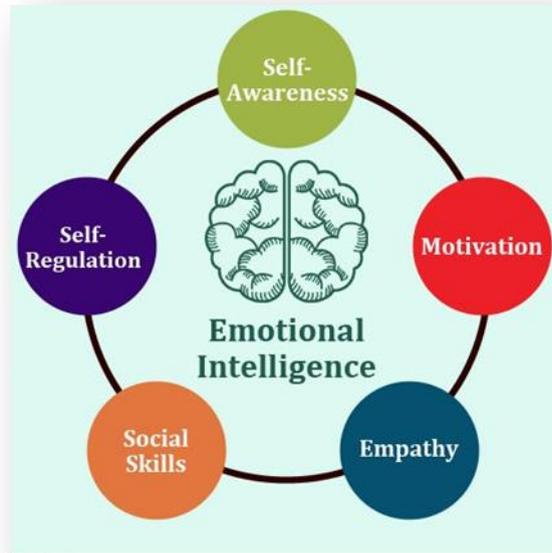
Keywords: intelligence, emotional intelligence, preschool, low intelligence level, emotional problems, emotion regulation

1. EMOTIONAL INTELLIGENCE

Emotion is a feeling, and specific thoughts, psychological and biological states, and a series of movement tendencies (Goleman, 1996). Emotions have an important role in understanding people and giving a meaning to thoughts and behaviors. Various researches have been done about emotions, different opinions have been put forward and different concepts have been studied. One of these concepts is emotional intelligence. In recent years, there is an intense interest and orientation to the concept of emotional intelligence known as one of the types of intelligence. The intensity of the level of conflict in professional and private life, energy loss and inability to manage performance, not being satisfied with life and as a result, managing negative emotions lies in the basis of this interest and orientation (Erdođdu, 2008). When evaluated in an individual dimension, the emotional intelligence is an

intelligence dimension that can be used in reaching the goals, getting satisfaction from life, making conscious choices in problem solving and in many other areas (Erdođdu, 2008).

Emotional intelligence is defined by many theorists in different ways. It was Salovey and Mayer (1990) who first introduced this concept. According to Mayer and Salovey (1993), emotional intelligence “is a sub-form of social intelligence, which is about the ability of the individual to observe the feelings and emotions of himself and others, to make a distinction between them and to use the knowledge he gained from this process in his thoughts and behaviors.”



Şekil 1 items of emotinal intellegence

Reuven Bar-On (2005) defines emotional intelligence as “a directory of personal, emotional and social competencies and skills, which will help the individual to successfully cope with the pressures and demands which have been coming from his environment”.

On the other hand, Cooper and Sawaf (1997) define emotional intelligence as “the ability to feel, understand and use emotions as a source of human energy, knowledge, relationships, and influence” (as cited in Şahin & Ömerođlu, 2015).

Emotional intelligence is one of the best ways to get to know children. This is because the emotional intelligence is a resource that provides information about the whole life of the individual, from his social relationships to his academic success. It is a set of processes that enable the individual to be understood and understood from the games of preschool children to the professional life of adults. Therefore, it is important to contribute to the emotional development of children in preschool period and to determine the activities in this direction. With the development of emotional intelligence, children's awareness increases, they are more willing to learn and they become more open to all kinds of audiovisual learning (Weisinger,

1998). By knowing questions, using their creativity and entering the communication process, they can easily recognize themselves and their close environment. In preschool period, children act autonomously, they learn the right and wrong, they try to get to know themselves by asking questions about themselves, and they learn the values by communicating with their family and teacher (Koç Akran & Kocaman, 2019).



Increasingly, research confirms the efficacy of explicit training in [emotional intelligence](#) starting at a very young age. According to [multiple studies](#), preschoolers who participate in social-emotional skills programs exhibit less aggression and anxiety and become better social problem solvers. While these outcomes may make for a more peaceful classroom environment, the benefits outlive preschool: prosocial behavior in early childhood is strongly [linked](#) with future academic performance and [mental health](#). In other words, when children learn how to calm themselves down, use language to express their feelings and treat others with kindness, they are laying the foundation for future success and wellness.

When the emotional development of children in this period is examined, it is observed that their most important emotional needs are being loved, being appreciated and being valued. They want to be the center of attention in their community and they can be in need of being successful. In this period, emotions such as fear, anger, jealousy, joy, and love can fill a child's day after another. Their emotions change quickly. They tend to express their feelings openly and freely. Jealousy of friends and siblings can be seen. They do not like to fail (Damon & Eisenberg, 2006). In emotional intelligence studies, the characteristics of children in preschool period should be taken into account. It is necessary to contribute to their development at these points.

IQ and emotional intelligence are not opposed to each other, but on the contrary, they are not separate. In all of us, mind and emotional sensitivity are mixed; people with high IQ and low emotional intelligence or low IQ and high emotional intelligence are relatively rare

despite stereotyped beliefs. In fact, there is a slight link between IQ and some aspects of emotional intelligence, but this is so small that it clearly reveals that IQ and emotional intelligence are independent phenomena (Goleman, 2002).



Emotional intelligence is not anti-IQ intelligence. Individuals use both types of intelligence. However, their predominant usage rates differ from individual to individual (Yılmaz 2002). In this case, while our thoughts affect our emotional state, our emotions also affect our perceptions and memories. Emotional intelligence contains being able to recognize the feelings of people in the face of social abilities and skills, to put themselves in their place and to interact with the people around them in good relations. Scientists state that emotional intelligence is not "destiny" like IQ, it can be developed at any age (Acar, 2002).

According to Goleman (1996), emotional intelligence is a different way of being smart. This concept contains what feelings are and how to make good decisions using feelings. It means to overcome the sad mood and control impulses. IQ is important too, but it has different aspects with emotional intelligence. Emotional intelligence is expressed not only as an emotion control or an opponent of IQ, but its complement and synergistically enhancer. Emotional intelligence also means people freeing their emotions or clearing out them. With the simplest terms, emotional intelligence is the rational use of emotions (Goleman, 2003).

In accordance with these studies, the level of the studies on the development of emotional intelligence in children with low intelligence has a great importance. Scientists see emotional intelligence as an area of learnable intelligence that can be developed and advanced at any time and at any age. According to experts, the level of emotional intelligence is not inherited, but its development does not occur only in the first childhood. Contrary to IQ, which does not show much improvement after 13-19 years of age as a general belief, the probability of learning of emotional intelligence can reach a more sufficient level by continuing for life.

2. THE BENEFITS OF HELPING PRESCHOOLERS UNDERSTAND AND DISCUSS THEIR EMOTIONS

The ability to understand emotions, which are important components of emotional development, develops at an early age. The critical foundation for children to understand emotions is laid during infancy and early childhood. Thus, children develop the ability to identify the visual and verbal signs of emotions before they begin to talk about emotional experiences and express their emotional experiences (Thompson & Lagattuta, 2006). It is vital for children to understand emotions that has definitions and naming for enabling children to gain social experiences (Denham & Burton, 2003). Children with the ability to understand emotions will form more positive relationships with peers. The ability to understand emotions is at the centre of emotional sufficiency (Denham & Burton, 2003). As children become more able to know their emotion and emotions of other people, they become ready to gain empathy, perspective, and emotion regulation skills.

Emotion regulation level, which is one of the fundamental development tasks of the preschool period, consists of external and internal processes for monitoring, evaluating, and changing emotional reactions to realise the objectives of an individual (Thompson, 1994). Emotion regulation, which rapidly develops beginning from the first years of life (Eisenberg, Spinrad, & Eggum, 2010), is a process that has starting, sustaining, and changing emotional reactions in both positive and negative events. This process covers coping with increasing positive and negative emotions such as joy, pleasure, anxiety, anger, and fear. Adjustment of emotion represents the change in the stimulated emotion. This change could occur in internal processes of individuals as well as interpersonal processes (Cole, Martin, & Dennis, 2004).

Emotion regulation is a developmental phenomenon that developed from awareness of children of different emotional impulses and interactions with caregivers (Kopp, 1989). Humour of children, personal characteristics of caregivers, and behavioural interactions are critical for emotion regulation skill development. In other words, emotion regulation skills have a relationship with genetic and environmental factors and affects the interaction of these factors. However, individual differences caused by genetics have constant effects on the adjustment skills of children after one or two years (Eisenberg et al., 2010). Emotion regulation levels significantly affect external interventions and occur by the effects under social context that are important for shaping the emotional impulses of children (Thompson, 1994). From this perspective, emotion regulation mainly develops from the relationship between children and staff or caregivers (Southam-Gerow & Kendall, 2002).

Emotion regulation is a developmental phenomenon that developed from awareness of children of different emotional impulses and interactions with caregivers (Kopp, 1989). Humour of children, personal characteristics of caregivers, and behavioural interactions are critical for emotion regulation skill development (Calkins, 1994). In other words, emotion regulation skills have a relationship with genetic and environmental factors and affects the interaction of these factors. However, individual differences caused by genetics have constant effects on the adjustment skills of children after one or two years (Eisenberg et al., 2010). Emotion regulation levels significantly affect external interventions and occur by the effects under social context that are important for shaping the emotional impulses of children (Thompson, 1994). From this perspective, emotion regulation mainly develops from the relationship between children and staff or caregivers.

In the light of this information, this study focuses on the benefits of helping kindergarten children understand their feelings, and aims to educate the staff who educate adults who have emotional problems and care for children with low intelligence. 5 steps have been used to help kindergarten children understand their feelings.

1. Name emotions
2. Normalize emotions
3. Develop strategies
4. “Read” picture
5. Practice mindfulness

2.1. Strategies for Training The Staff Who Educate Adults Who Have Emotional Problems And Care For Children With Low Intelligence?

2.1.1. *Name emotions*

Children recognize their own emotions; it allows them to express themselves verbally in the pre-speech period, and to define and Express their feelings by verbal expression in the later period.

Reflective listening is a hallmark of effective counseling. Therapists listen to patients and then reflect back what they hear as a way to strengthen the patients’ self-understanding. Toddlers and preschoolers have limited expressive language skills, but staff and teachers can “listen” to their behavior – be it yelling, pushing, crying, or withdrawing – reflect it back, and help them put a name to what they are feeling. In order to solve the emotions experienced by

children, the caregivers; they should pay attention to the tones (fearful, excited, happy, etc.), facial expressions, non-verbal expressions of children during or after the event they live and give appropriate feedback about what emotion / emotions the child experiences.

Practice example;

- “You are mad! Baby brother ripped your picture and you are MAD.”
- “You are sad. Grandma left and you didn’t want her to leave. You feel so, so sad.”
- “You are happy! You got a big balloon and you are jumping up and down because you are so happy!”

As children mature, you can use this strategy to introduce nuances that will build their emotional vocabulary: “You sound frustrated. Your tower fell down and you worked hard to make it tall! That’s disappointing.” Or, “You look startled. That thunder was really loud, and it surprised you.”

2.1.2 Normalize emotions

Every emotion is as natural as being thirsty, hungry and cold. We can even accept them as a feeling or emotion. Therefore, it is extremely natural to be angry at someone, to be afraid of someone, to be sad, to be delighted, to be jealous, to miss, to worry. Only after the emotion, the thought and behavior you have achieved can be true or false. For example, a child may be jealous of a new friend in class. But after this feeling, if he falls into the thought of being worthless of himself, a competitor of his friend, and a stealing player given to him, this is the idea to intervene. In addition, his behavior to his friend after jealousy can be accepted as right or wrong. You can start by accepting the child's emotion, listen to it, and correct the distortions he makes (as he is a child) when making sense of his sense. It may be a good way to intervene first, accepting listening, then intervening where everyone can feel these emotions and then satisfy the need that caused that emotion. If we concret, to a child who is jealous of his friend, "Don't be jealous, we love you too." instead of listening to him and saying, “You are jealous of your friend, maybe you are angry because you think you are more interested in him, you may think that your friends are not as interested in you as before. Let's talk about what we can do to solve this problem. ” you might say.



Emotions should not be [classified](#) as good or bad. Even so, strong emotions can scare or overwhelm kids, so normalizing their response to stimuli – helping them see that everyone feels mad, sad, or scared sometimes – can comfort them and build their perspective-taking skills.

After the child has calmed down, circle back and briefly summarize what happened, including how the child felt. Then, remind them that everyone – including you – feels this way sometimes.

Practice example;

“When grandma left this morning, you felt very sad. You kicked and cried. You wanted grandma to stay and play with you. Everyone feels sad sometimes. I felt sad when grandma left, too. I like talking with her and watching her read books to you. It’s sad when people say goodbye. Do you want call her tomorrow to say hello or draw her a picture?”

Some advanced warning: Don’t be surprised if a child wants to hear the story about “the time I got mad at Target” multiple times. But such repetition has its benefits: with the triggering event safely in the past, you and the child can use it as a reference point when encountering future emotional stimuli.

2.1.3 Develop strategies

At some point, almost everyone learns that throwing a physical tantrum in the middle of the checkout aisle is not a wise choice, but that doesn’t mean we don’t feel frustrated when we

are running late and stuck in a slow line. We can't always control how we feel, but we can control how we express our emotions.

Sometimes even a simple song can help children cope with emotional stress. You can change the words of a song that the child likes, and you can do it for example: "When I get angry, I can't hit my brother, but I can hit the floor with my feet."

You can help children develop with similar simple, memorable strategies. If a child is struggling with a particular aggressive behavior, help them verbalize both what they can't do and what they can, such as, "When I'm mad, I can't hit my brother, but I can stomp my feet or squeeze my ball." You can also model the connection between mood and healthy eating, exercise, and sleeping: "Sometimes when I'm frustrated, I eat a healthy snack or take a nap to help me feel better."

2.1.4 "Read" pictures

According to Miller (1989), in the pre-process period corresponding to the preschool period, children try to perceive the world with pictures, symbolic games, talking. Children use their logic by making a simple classification while perceiving the world. He shares his thoughts with the outside world with his logic and language development. In this period when language development is fast, every object has a concrete or imaginary equivalent. Because pre-school children cannot use basic language skills such as reading and writing, instead they prioritize their perceptions, emotions and mental processes such as visual memory.

[Research](#) indicates that reading fiction promotes empathy. For little ones, picture books offer an additional tool for teaching emotional literacy: illustrations that serve as visual context clues. When a happy, scary, or frustrating event occurs in a story, pause and look at the picture together. "Look at her – how do you think she's feeling right now?" Examine characters' facial expressions, how they are standing, and what they are doing. Employ this same technique when you watch media together.

2.1.5 Practice mindfulness



Mindfulness has been [adopted by](#) [clinicians](#) and [teachers](#) as a way to support mental health and improve emotional self-regulation. Children who practice mindfulness begin to realize both their own feelings and their friends' feelings better. At the same time, children who start to express their feelings and thoughts more easily learn to manage their intense emotions and not judge both their own thoughts and the thoughts of their friends. A key principle to this practice is calming your body and mind and paying attention to the sensations around you – the sounds, smells, and sights. Practice sitting quietly with your child or students

for 60 seconds – and then share what you each saw and heard. Take “listening walks” around the park or neighborhood. Before bed – or at the end of the school day – share small moments that made you happy.

To give an example to mindfulness studies used in emotional intelligence development;

Each child is given a foam maker (to making bubble). They are asked to observe what is happening by blowing. The focus of their attention is the bubbles they blow out slowly. The children observing the bubbles are some older and some smaller; that some can go out quickly while others can keep their shape for longer; they realize that some are fast and some are slower.

The purpose of this study is as follows: “Sometimes when we feel a thought or an emotion in our minds - especially if we don't like it and want to get rid of it - it can grow very much in us. However, we need to know that, ‘I am not this thought, but now this thought is

going through my head.’ In fact, these feelings and thoughts are just like soap bubbles. They appear and rise, and after a while they burst and disappear. Just as we observe soap bubbles, we can calmly observe that our thoughts and emotions rise and disappear first.”

In another mindfulness study, students identify their emotions with the weather. For example, fears are likened to the storm, and good feelings to the sun. The main purpose here is to make children aware of their emotions.

Emotional literacy is as foundational as learning the ABC’s. As psychologist [Daniel Goleman](#) reminds us, “If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far.”

In this study, it is aimed to educate the personnel who educate adults who care for children with emotional problems and low intelligence level. For this purpose, the benefits of helping kindergarten children understand their emotions are emphasized. The related literature was examined and the relationship between IQ and emotional intelligence was studied. Emotional intelligence is expressed not only as an emotion control or an opponent of IQ, but its complement and synergistically enhancer. Accordingly, it is possible to say that the cognitive intelligence of the child whose emotional intelligence is strengthened will be strengthened while working with children with low intelligence level. Therefore, it is important to understand and work the five steps mentioned above in the training of the staff. While studying these steps, it is necessary to know the emotional development and stages of development of preschool children. The study also included the emotional development of preschool children.

As a result, emotional intelligence is a resource that provides information about an individual's whole life from social relationships to academic successes throughout individual life. It is a set of processes that enable the individual to be understood and understood from the games of preschool children to the professional life of adults. For this reason, it is important to contribute to the emotional development of children in preschool period and to determine the activities in this direction.

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EDUCATION OF PRESCHOOL AND PRIMARY SCHOOL CHILDREN WITH EMOTIONAL PROBLEMS AND AUTISM

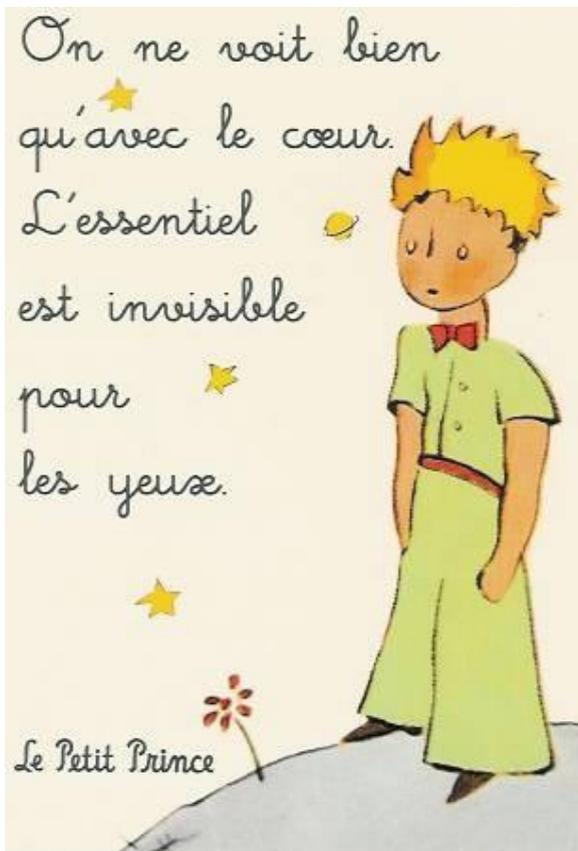
Autor : Margherita Santogrossi., Polaris Sarls, Italy

1. CHAPTER

THE EMOTIONALITY

All the grown-ups were children once. But few of them rememberit.

- *Antoine de Saint-Exupéry* -



Children represent many emotions: laughter, screaming, crying, hugs, kisses, etc. Each emotion corresponds to a reaction, sometimes well interpreted by adults, other times it is more difficult to decode it, everything becomes difficult when these emotions involve children with particular fragility. In this case, parents, friends, teachers must learn to interpret the signals transmitted by the children and help them to be comfortable in relation to others. Among the most diagnosed diseases for children with emotional disorders is autism.

Autism is a neurodevelopmental disorder characterized by the impairment of social interaction and deficits of verbal and nonverbal communication that causes narrowness of

interest and repetitive behaviors. The prevailing feature in autism is the presence of a clinical framework in which a disorder of the integration of brain functions necessary to develop a relationship life emerges. Crying in front of a love movie, shuddering when you look at photos depicting torture, in a word, to know how to put one's in the shoes of others is what we call empathy. The brain circuit that is the basis of "feeling together" is made up of so-called mirror neurons. Recent studies have uncovered very significant differences regarding the

close link between reduced functioning of mirror neurons and those that are language deficits, imitation and social behavior, typical symptoms in autistic subjects.

Mirror neurons allow us to physiologically explain our ability to relate to others, such studies could help to understand why autistic people do not participate in the lives of others, fail to connect with the world around them, do not understand little about the meaning of the gestures and actions of others.

The word "autism" comes from the Greek autis which means "self" and, as a disease or particular model of psychic structure, is dramatically highlighted by isolation, affective anesthesia, the disappearance of the initiative, psycho-motor difficulties, the language development. The term was first used in 1908 by Eugen Bleuler, a Swiss psychiatrist who was an early proponent of psychoanalytic theory, to refer to a particular form of withdrawal from the world, caused by schizophrenia.

In 1943, Austrian psychiatrist Leo Kanner described eleven children with a clinical picture characterized by a disorder in "affective contact with reality". These disorders resulted in avoidance, isolation and behavioural atypical behaviour. According to the ICD-10



(Classification of mental and behavioral disorders in childhood and adolescence by the World Health Organization) it is "a syndrome defined by the presence of a developmental impairment that manifests itself before three years of life and by a characteristic type of abnormal functioning in areas of social interaction, communication and behavior that is limited and repetitive". Autism, therefore, is not a disease but a developmental disorder that manifests itself in various aspects and, in general, before the three years (the period in which the normal child develops the fundamental potential of learning and contact with the reality that surrounds it). It is a difficulty to enter the world of others, into the world of shared representations, which leads to not sharing emotions, not expressing intentions and not engaging in mutual social interactions. Parents usually notice the first signs within the two years of the child's life and the final diagnosis takes place within thirty months of life. Children with disabilities are among the most bullied and excluded in our societies and the lack of knowledge of disability and related negative attitudes, in many cases turns into marginalization of children with autism within the family, school and, above all, the community.

In many countries the birth of a child with disabilities is associated with guilt, shame and fear, that child is usually hidden, abused and excluded from activities important for his development and integration with his peers. Even for those who are more fortunate, i.e. born in countries with a greater institutional and social sensitivity to disability, children suffer cases of exclusion in different aspects of their social life. Due to discrimination, children with disabilities can have poor health and education outcomes, low self-esteem, limited interaction with others and an increased risk of violence, abuse, neglect and exploitation.

The observation of autistic children immediately gives the feeling of being faced with a continuous dilemma of the brain in trying to integrate their functions to achieve a purpose. Watching a child who, without end, bites a hand or spins an object hypnotically by staring at it for hours, looking into the void



or hitting his face and staring fixedly, strikes fear. The autistic child ignores and rejects all human contact, does not listen or talk to the adult and does not allow to touch him, he loves objects more than people and the community. Thousands around the world have been institutionalized for life or removed from their families themselves, apparently because they are afraid of the community, in reality because they generate fear and their incomprehensible and unknown behavior is intimidating; the idea that this contains a hidden meaning, a message that is not easy to understand, torments those who observe them.

It is necessary to try to enter the unknown world of communication of these communication subjects not always verbally but often graphically, and attempt to investigate the role of cerebral abnormalities in autism spectrum disorder through the graphic expression of the affections.

2. CHAPTER

EMOTIONAL THEORIES

The main theories of children's social development are: Erik Erikson's Theory of Psychosocial Development and Jean Piaget's Learning Theory, considered the father of modern pedagogy. Both Piaget and Erikson were followers of the Freudian tradition of psychoanalysis; Eventually they both rejected Freud's model of the study of the mind and both made important strides in documenting children's development.

2.1 ERIK H. ERIKSON

Erikson has proposed nine stages of life, the first of which overlaps with Piaget. Erikson's first stop, childhood, lasts from birth up to 18 months and involves a child learning to trust the world and people. Early childhood - lasting until about the third year of life - requires children to learn about their bodies, the ability to exist in relation to others and with others.

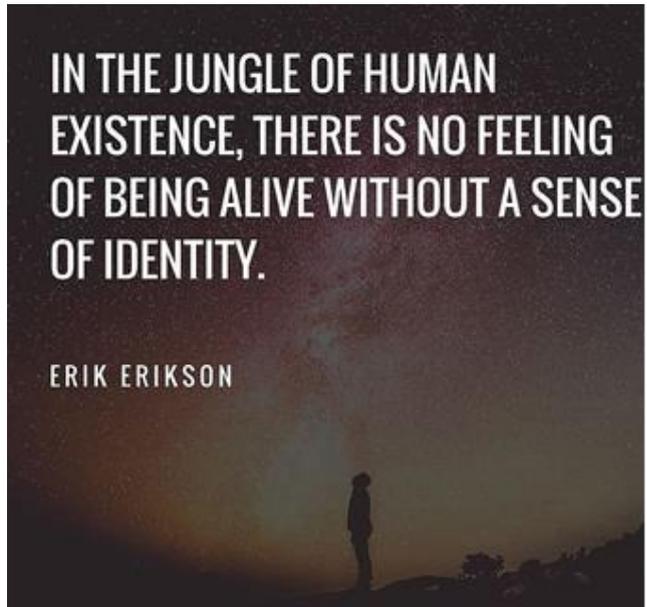
During the age of the game, from 3 to 5, a child learns to create imaginative game situations and imagine new roles. In school age, from 6 to 12, it teaches children to gain confidence in their abilities a sense of industry. From 12 to 18 years, the child experiences adolescence, during which he develops an autonomous identity. The remaining four stages of Erikson's theory refer to adulthood and are not directly comparable to any of Piaget's interests. Erikson proposes a theory of skills, each of the vital phases gives rise to the development of a set of skills.

Differentiated stages:

1. Confidence versus mistrust

This phase begins from birth at eighteen months of life, and depends on the relationship or bond that was created with the mother. The relationship with the mother will determine the future bonds that will be established with people throughout life. It is the feeling of trust, vulnerability, frustration, satisfaction, security that can determine the quality of relationships.

2. Autonomy against shame and doubt



This phase begins from 18 months to 3 years of the child's life. During this stage the child undertakes his cognitive and muscular development, when he begins to control and exercise the muscles that are related to the body's excretions. This learning process can lead to moments of doubt and shame. Similarly, the results obtained at this stage trigger a sense of autonomy and to feel like an independent organism.

3. Initiative against guilt

This stage travels from 3 to 5 years. The child begins to develop very quickly, both physically and intellectually. He or she becomes interested in interacting with other children, testing his skills and abilities. Children are curious and it is good to motivate them to develop creatively. If parents react negatively to their children's questions or initiative, it is likely to generate guilt.

4. Industriousness versus inferiority

This phase occurs between 6-7 years to 12 years. Children show a genuine interest in how things work and try to do a lot of activities on their own, with their own effort and putting their knowledge and skills to use. That's why the positive stimulation that the school can offer and, at home or in the peer group, is so important. Encouraging children positively is crucial, in case it does not happen in a positive way develops in the child a sense of inferiority that will make him feel insecure in front of others.



5. Exploring identity and spreading identities

This stage takes place during adolescence. At this stage, a question is asked insistently: who am I? Teenagers begin to show more independence and detach themselves from their parents. They prefer to spend more time with their friends and start thinking about the future and decide what they want to study, what work to do, where to live, etc. The exploration of one's possibilities takes place at this stage. The children will be able to support their identity on the basis of their experiences and this research will make them feel confused about their identity on several occasions.

6. Privacy and Isolation

This stage includes the age of 20 years to about 40 years. The way we relate to other people changes, the adult begins to prioritize more intimate relationships that offer and require a

mutual commitment, an intimacy that generates a sense of security, of companionship, of trust. If this kind of intimacy is avoided, it can be solitary confinement or isolation, leading to a situation that can end in depression.

7. Generativity vs. stagnation

This phase lasts between 40 and 60 years. It is a time in life when the person dedicates his time to his family. The search for the balance between productivity and stagnation is a priority. Productivity linked to the future, their future or that of future generations, is the quest to feel necessary to others, to be and to feel useful. Stagnation is the question that the individual asks himself: what do I do here if it is useless? The individual feels stuck and fails to channel his effort so that he can offer something to his people or the world.

8. Self-integrity in the face of despair

This phase occurs from the age of 60 until death. It is a time when the individual ceases to be productive, or at least does not produce as much as he was previously capable. It is a stage in which life and lifestyle are totally altered, friends and some members of the family die, you have to face the duels caused by old age, both in one's own body and in that of others.

2.2 JEAN PIAGET

Piaget believed that the intellectual development of all children is characterized by four stages of evolution: sensorimotor (extends from birth to two years, and is characterized by the use of sensory and motor experiences as a means for exploration and the understanding of the surrounding world), pre-operational (from 2 to 6 years of age the child uses, to know the world, also symbolic thought, which finds expression in language,



but such thought is still essentially self-centered, as the child considers everything from a single point of view, his), concrete operational (includes the period from 7 to 11 years and brings with it the possibility of understanding and using logical thinking) and formal operation (starts from the age of 12 and is characterized by the ability to use an abstract and hypothetical mode of thinking). None of these stadiums can be skipped as each new stadium is based on what the child did in the previous one.

The mechanism was also applied by Piaget to the evolution of culture, since the history of human thought seems to have gone through stages similar to those of the child's intellectual growth.

This author understands learning as a reorganization of existing cognitive structures at alltimes. Learning is understood as an ever-evolving process of change that goes through different stages not because the mind changes in nature spontaneously with the passage of time, but because some mental patterns vary in relationships and are organized differently during growth and integration with the surrounding environment.



The 4 stages of Jean Piaget's cognitive development:

1. Sensory phase - motor or sensory engine.

This is the first phase of cognitive development and for Piaget it is between the time of birth and the appearance of a language articulated in simple sentences (around 2 years of age). What defines this phase is the acquisition of knowledge from physical interaction with the immediate environment. Children at this stage of cognitive development exhibit a self-centered behavior in which the main existing conceptual division is the one that separates the ideas of "I" and "environment".

2. Pre-operational phase.

The second phase of cognitive development according to Piaget appears more or less between 2 and 7 years. Children who are in the pre-operative phase begin to acquire the ability to put themselves in the place of others, act and perform following fictitious roles and use symbolic objects. However, self-centredness is still very much present at this stage, which results in serious difficulties in accessing thoughts and reflections of a relatively abstract type.

3. Phase of concrete operations.

About 7-12 years of age, the phase of concrete operations is accessed, a phase of cognitive development in which logic begins to be used to reach valid conclusions, provided that the premises from which it begins must see with concrete phases and non-abstract situations. In addition, the category systems for



classifying aspects of reality become considerably more complex at this stage, and the style of thought ceases to be so markedly self-centered.

4. Phase of formal operations.

The formal operational phase is the last of Piaget's proposed stages of cognitive development, and appears from the age of 12 and understands adult life. It is during this period that the ability to use logic to arrive at abstract conclusions that are not related to specific cases that have been experienced in the first person occurs. Therefore, from this moment it is possible to "think about thought", up to its final consequences, and deliberately tonalize and manipulate patterns of thought, and deductive hypothetical reasoning can also be used.

According to Piaget for children with autism there is a fifth phase called "Phase of sense-motor development" with which they achieve the skills of object conceptualization and some subsequent studies, which have shown how they can be considered, as a predictive index, the number and type of different actions produced by children with autism during a recreational activity. These actions may not always follow the same stages of development. Objects can be considered as active agents of the interpersonal exchange between adult and autistic in childhood.

3. CHAPTER

3.1 WHAT IS CHILD AUTISM

Autism sometimes develops during pregnancy and the first three years of life. Some parents report that their babies looked different from birth. These children are said to have an "early onset autism": a neonatal autism. Other parents say it appeared their children had



normal development, while then had a regression resulting in autism, generally around 12 to 24 months. These children have regressive autism. Some researchers argue that regression is not real and autism has simply not been noticed by the parents of these children. Instead, many parents report that their children were completely normal (language, behaviors, socialization) up to 1 - 2 years of age.

The possible role of vaccinations, many of which were added to the children's vaccination programme in 1980, as a cause of autism is currently a hot topic. A recent study, conducted by the first author, compared 53 children with autism with 48 normal peers. Parents in the group with neonatal autism reported a significant delay in reaching normal milestones, including the age at which they went crawling (2 months late), managed to sit (2 months late), or walked (4-5 months late) and 11 months late or more). In addition, these children had delays in walking and in fact many children with autism also need physical therapy. In contrast, children in the group with regressive autism normally achieved developmental goals at the same time as neurotypical children.

Before 1990, approximately two-thirds of children with autism were from birth, and only a third regressed after one year of age. Starting in 1980, the trend has reversed: less than 1/3 is now autistic from birth and 2/3 becomes in the second year of life. The following results are based on responses to ARI questionnaires that were compiled by hundreds of families with children with autism. These results suggest that something happened, between 1 and 2 years, as a result of increased exposure to environmental insult, sometimes, for vaccine damage. Several studies on brain autopsies have indicated that brain damage sometimes happens during the first trimester of pregnancy, but many of these studies affect individuals who were born before the 1990s. Thus, these findings may not apply to what appears to be the new population of people with regressive autism.



Autism is a pathology with early onset that underlies a complex and pervasive disorder of mental and relational functioning, which affects all areas of development. Its causes are multiple and the syndrome is different from individual to individual for the variety of and the symptoms present. Within this disorder are found very different

subjects, with degrees of social alteration and cognitive disability extremely diverse. Or the

causes of autism are still unknown, so the description that can be made of such a disorder is only behavioral. Children with autism are characterized by a communicative deficit in verbal and non-verbal communication, an expressive deficit and the presence of fixed interests, rituals and/or stereotypical movements.

The communicative deficit can be found at all stages of the child's development, including in prelinguistic, that is, even before starting to speak. Some autistic children will never access language, others may be able to make sounds early but are unlikely to evolve into a language. Other children may still acquire language, but with delayed timing compared to expected physiological development.

With regard to non-verbal communication, it is noted the absence of facial expressions to express moods and the absence of the use of gestures to avail words. In addition, various expressive channels such as gaze, mimicry and gestures are absent or are misused. Children often isolate themselves from those around them and strive to keep their environment intact. In particular, qualitative compromises of social interaction can manifest themselves through



an inadequate ability to grasp socio-emotional signals, in a poor use of social signals and in a weak integration of social, emotional and communicative behaviors.

Of particular interest is the importance of getting the right playmates for children with disabilities, as well as the benefits of outdoor play and interacting with the surrounding nature. The qualitative compromises of communication are represented by a lack of social use of any language skills, a compromise of inventive and imitative play, a lack of synchronicity and reciprocity in the exchange of the and an absence of emotional response to other people's verbal and non-verbal stimulations. Finally, patterns of behaviour,

interests and activities appear limited, repetitive and stereotyped and manifest themselves with a tendency to impose rigidity and monotony on almost all aspects of daily life.

3.2 THE FEATURES AND THE FORMS OF THE SINDROME

In short, the "ways of doing" characteristic of autistic people are:

1. the difficulty of establishing relationships with peers, especially at an early age this thing is not very visible, but as the years go on it becomes easier for children to prefer solitary games to group games;
2. to inappropriately insure that it manifests itself suddenly and for no reason;
3. little or no eye contact;
4. apparent insensitivity to pain;
5. preference to remain alone;
6. rotate objects or toys obsessively, as children do not use games in a functional way;
7. morbid and inappropriate attachment to the object or part of it;
8. obvious excess or extreme lack of physical activity;
9. failure to respond to normal education systems.

Other signs include:

10. oculo-motor coordination difficulties;
11. states of anxiety-anger for no apparent reason;
12. lack of emotional reciprocity (this does not mean that these children are not affectionate but remain in a capacity to express that feeling);
13. difficulty expressing needs;
14. Bizarre game;
15. lack of real fear of dangers (e.g. crossing the road without looking);
16. marked resistance to change (for example, by changing the way to get from school to home, these subjects express disapproval).



A final signal is language, that is, words or meaningless phrases are repeated. Repeating pathologically the words can be immediate or deferred over time. All these signs can be deep or mild, there may be guys with all the symptoms, or guys who only have some. Diagnosis of autism disorder is made on the basis of the simultaneous presence of a number of symptoms, in different behavioral areas of the person, referring to the impairments in the quality of interactions, and not their absolute absence. Research has shown that many people

who exhibit autistic behaviors are affected by related but distinct disorders. These include: Asperger's Syndrome, Landau-Kleffner Syndrome, Fragile X Syndrome, Rett Syndrome, and Williams Syndrome.

Asperger's Syndrome is the most well-known form of autism. Those affected are obsessive but, at the same time, develop above-average mnemonic abilities. This form of autism does not compromise the life of the subject, who can live self-sufficient. Environmental champion Greta Thunberg suffers from Asperger's syndrome.

Landau-Kleffner Syndrome is the form of autism that appears more invasive than the previous one. The sick, in fact, seem to refuse any social contact and show enormous communication problems. Characteristic of this type of autism is its manifestation at later age than other forms and may not appear until the age of six – seven years.

Fragile X Syndrome(or Martin-Bell Syndrome), on the other hand, is not really a form of primary autism because it is the result of a mental retardation caused by a contraction of the X chromosome. Only a portion of disabled people affected by this syndrome also have a form of autism. One of the most obvious features is hyperactivity.

Even in the case of Rett's Syndrome, the patient who is affected is estranged from the world around him. He does not speak, refuses contact with other people and often moves in an unnatural way. Women are particularly affected by it, often suffering from mental retardation.

Finally, Williams Syndrome is a very serious form of autism. However, despite language difficulties and attention deficits, sufferers do not refuse contact with other people.

3.3 CAUSES OF AUTISM

The child with a certain diagnosis of autism grows up with his disorder even if new skills are acquired with time. These skills, however, are "modelled" on nuclear disorder and will still have an "autistic" quality. Prognosis at any age is strongly influenced by the degree of cognitive functioning, which to this day seems



to be the strongest indicator compared to future development. Children who develop language within the age of 5 seem to have a better prognosis, but it should be remembered that language, both in comprehension and in production, also appears strongly conditioned by the level of cognitive functioning. A child with the syndrome not recognized through a prognosis in childhood routinely determines in adulthood conditions of disability, with serious

limitations in autonomy and social life. At the other end of the day, a very high proportion of autistic children become non-self-sufficient adults and continue to need lifelong care.

In some cases autistic adults can continue to live in their home, using home care or supervision by operators, who also deal with programs focused on reinforcing certain skills. Alternatively there is the possibility of taking advantage of residential facilities, which offer not only therapeutic possibilities, but also opportunities from the point of view of leisure organization, recreational activities, and training to simple forms of employment. Often, however, these structures help to isolate the guests more, not favoring a inclusion, albeit partial, in social contexts.

A much smaller number of autistic people are able to live and work within the community, with varying degrees of independence. Some people with autism can get to lead a normal or almost normal life.

4. CHAPTER

HOW TO ACT

The first difficulty to overcome with relation to autism is that of communication. Communicating with a child with autism could prove difficult: very often the little ones affected by this pathology do not look at you and do not speak to you. It's almost like they're not listening to you.



In fact, it is not so and those who attend them know how sensitive they are. Children with autism often need assistance in the simple routines of life and being able to manage themselves, to move independently to meet their

personal needs, is an important achievement for them and can certainly have a big impact on the quality of their life. If, therefore, it is natural to think of preparing the environments in such a way that they can accommodate the person with autism, with all the characteristics that are their own, it is also the person himself who should acquire the functional skills that can satisfy his environment.

Given the high individual variability of the disorder, there is no specific intervention that applies to everyone in the same way. It could immediately be said that, since autism is a pervasive disorder, as it compromises the overall functioning of the person suffering from the disorder, it follows that the intervention must also be as broad as possible. In addition, since total remission of symptoms is rarely possible, there are many different treatments aimed at autism. The only ones supported by scientific studies on their validity are behavioral and pharmacological interventions. The most effective interventions often turn out to be those carried out at an early age and are based primarily on highly structured and often intensive training tailored individually to the child. Therapists work on the development of social and language skills. As children learn the more effectively the smaller they are, this type of therapy should begin as soon as possible.

The use of drugs is aimed at reducing or extinguishing some problematic behaviours such as self-aggressiveness or associated disorders such as epilepsy and attention deficits, with the precise aim of avoiding further and aggravating the syndrome.

The autistic child learns only when guided by a well-structured, clear and predictable learning environment. This, however, also applies, in principle, even for adolescents and adults. Unlike

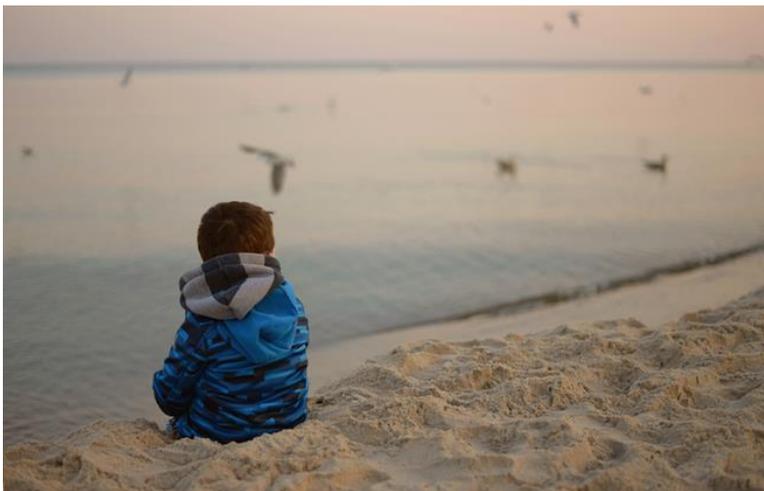
other children or adolescents, the autistic child rarely learns spontaneously or incidentally either by simple imitation or explaining only verbally what he or she has to do.

Given its fundamental difficulties related to the misunderstanding of the social, conventional and symbolic world of our daily reality and the associated communication complexities it is necessary to know how to discriminate what is essential from what is secondary, what is abstracted from what is concrete.

Thus, in our complex world we can only teach him simple rules, but not the most accomplished aspects, and even more difficult the emotional aspects of our behaviors. It is a question of identifying the fundamental priorities for a life that is as safe and autonomous as possible. Much, however, can be learned from the concrete aspects of reality.

Understanding that play is important for these children is not so simple, for them it is not only an leisure but a task to be completed in the most congenial methods; If the teaching of play activity is not addressed carefully, the child may also be severely affected, further blocking.

Playing among children means learning to compromise. It is necessary to understand that it is



a fundamental stage of the growth of the child, who through play activity learns the art of negotiation and develops his sense-motor part. Children with Autism Spectrum Disorder hardly accept the rules or non-rules of games, so understanding is also slowed down. It is important and

mandatory to follow the child carefully, at least the first times, in the play activities with other children, guiding him and trying to create the best conditions for him to be able to socialize with his peers. You should teach the subject to propose a game on his own, understand if any other teammate disputes a rule, wait his turn and share: sharing is a fundamental part of the game itself. Just start with small and easy basic rules, understandable to everyone and fun.

When there will be interaction with other children it is advisable that some adult is present, especially to /calmany gloom that might arise from the fact that you do not follow to the letter what an autistic child would like. It helpsthe child to support with images, symbols, colored shapes, this is because it is easier for him to memorize and understand the rules. The game is important for children with autism, precisely because it is the first step to start



socializing with other companions, so that you will immediately notice an improvement in his behaviors.

On the contrary, if the child fails to agree to share the moment of fun, he risks isolating himself and slowly worsening his situation. Cases of extremely bored children bordering on depression have been found. Through

the game not only will he be really happier, but he will also be able to relate to strangers, a great achievement for them. Let us not forget another important aspect of play: the development of language. Children with Autism Spectrum Disorder, in this way, will associate the game with certain words to use to get what they want. In fact, by relaxing, they will be able to express themselves more freely and with more ease. If language is taught only in school, they will perceive it as an obligation, whereas in a context of play it will not be another mountain to climb. Being sponges in learning, children will absorb the language and ways of behaving directly from their peers. It should be noted, however, that play environments are not always as orderly and accurate as children with autism would like; this element could prove to be a problem, as it is essential for them to have everything under control, to know where to find things, to put them back in place in the way they prefer. Learning is therefore somewhat limiting, especially in the form of observation. By teaching the game, children also learn how important their peers are. It is certain that other children will have a greater influence on their behavior than the various rules imposed by adults. Their most direct doing will be very incisive. To develop language and linguistic understanding as well as symbolic and figurative language understanding, it is advisable to take precautions:

- a) Teaching language with sign language; it's easy for parents to learn a few simple signs and use them when they talk to their children. This is called "simultaneous communication" or "sign language". Recent research suggests that the use of sign language increases the chance of children learning to speak.
- b) Teach with the use of images: Picture Exchange Communication System (PECS), which involves indicating an image or symbol. How sign language can be effective in teaching language.
- c) Encourage your child to sing with videos or cassettes.
- d) Vestibular stimulation, like going on a rocking, while we teach language.

e) Several nutritional/biomedical approaches have been associated with huge language improvements including dimethylglycine (DMG), B6 vitamins with Magnesium, and the gluten-free and casein diet (discussed later)

It is also essential for a good life balance to comply with the following recommendations in everyday life:

1. Always prepare positively and adopt an educational and exciting way of education;
2. To begin with, identify a very simple goal for which it already demonstrates some attempt at understanding, interest and execution and live verbal instructions given with very long sentences.
3. Encourage and encourage the autistic child in his talented areas.
4. Talk slowly, clearly and specifically, also helping yourself with objects.
5. Be patient in time, as people with autism can spend more time than others in doing things.
6. Use a positive approach, avoiding unpleasant comments and encouraging positive behaviors with verbal praise and physical reinforcements.
7. Never raise your voice or threaten punishments, rather help the child and avoid loud noises, loud laughter and intermittent light sources.
8. Never allow a question to remain unanswered. You have to be patient in response times and encourage replication.
9. Because children cannot fully understand and pay attention to all environmental indications that a transition is about to take place, they must be notified when one activity has to end or another should start. Similarly they must be prepared if something unusual or scary is going to happen either.
10. Insist that an assigned task be completed, helping with verbal reinforcements.



11. Do not abruptly block the child from the course of his routine if not dangerous to himself and others. To teach them effectively you need to get their attention with small cunning.

12. Capturing the child's attention: you can do this by positioning yourself in such a way that it is "in the center of the scene" or using an object that the child likes. Once you have caught your attention, communicate clearly, simply, using a few elements.

13. Make social exchange motivating, clear and finalized: offer the child a choice between two activities that lend themselves to cooperation between two gaming partners, involving materials of his interest and having a clear theme. Keep control of the materials so that the child can complete his or her turn only if he first puts in place a communicative and social exchange with you.

14. Use a calibrated language on the level of development of the child: a good rule is that of the "extra word", according to which the length of the adult's sentence contains approximately one word more than the length of the sentences used by the child.

15. Emphasizing communication: an emotionally positive but calm tone of voice and the use of salient facial gestures and expressions that accompany verbal communication underline what is communicated and help the child understand the "sense" of the communication with each other.

16. Structure activities: organize the information according to a defined scan of the activities that will take place, their duration and their succession. This helps the child understand how long they will have to



commit and when they can expect access to the most welcome activities.

17. Propose clear goals: It is important that every single activity is aimed at a clear learning goal for the child.

18. Teaching the child to communicate key messages: for example, the concept of "anchor" and "enough".. The more means the child has to express himself, the less likely he is to resort to 'problem behaviour' in order to get what he wants.

19. Understanding the function of 'problem behavior': understanding why inappropriate behavior is being implemented, analyzing what happens before and after. It is important to teach appropriate behaviors that meet the same function and systematically reward these behaviors while discouraging problematic behaviours.

4.1 THE IMPORTANCE OF SPORT

Especially for children and young people sport has a great educational power because it promotes respect for the other, encourages inclusion, limits the isolation and social marginalization often present in the adolescent population. It is very important to test the effectiveness of sport even in these individuals, in order to identify and plan evidence-based treatments of a sporting nature. For children and adolescents with autism spectrum disorder,



involvement in different activities that promote peer inclusion and can bring symptoms and behavioural benefits is therefore essential. Sport, while not a therapeutic activity, but a playful-recreational activity, can be complementary to therapeutic pathways and can be extremely important. Following

extensive research they were deemed scientifically eligible for inclusion. The sports covered are five: running, horseriding, martial arts, yoga/dance and swimming, practiced in most research in a 1:1 ratio with an instructor, while in other studies a ratio of 1:2 between instructor and children or teens with ASD is guaranteed.

In addition, it can be said that sport has significant benefits in children, adolescents and adults with autism spectrum disorder in terms of physical, psychological and behavioural improvements. Given the wide clinical heterogeneity of people on the autism spectrum, and given the different management difficulties based on severity and functioning levels, it is crucial to investigate which sports are most effective for autism and what benefits each sport can bring.

4.2 CAT KIT TECHNIQUE

The CAT KIT is a tool for cognitive-affective education, devised by Tony Attwood, Kirsten Callesen and Annette Muller Nielsen and based on cognitive behavioral theory. The authors structured the material with children and adults suffering from autism spectrum disorder in

mind, but think it can be used for all children 6 and older, cognitive-level in the norm, and older with intellectual disabilities. The international guidelines on autism recommend interventions for education in the feelings and emotions of one's own and others and facilitating interpersonal communication. Since 2005 the first research of the effectiveness of CAT KIT, widespread in Anglo-Saxon countries, is now also recommended in the new guidelines of autism spectrum disorders. It is a material with a simple visual and tactile support aimed at education and emotional regulation and to stimulate social skills; It also takes into account the sensory overload that some children experience.

CAT KIT material consists of:

- 0-10 meter of emotion intensity and interest;
- 12 emotions;
- 116 words feeling;
- 93 corresponding smiley faces (not used to recognize emotions, but to express them);
- the toolbox;
- the diary of the week, of the day;
- the circle of relationships.



The **CAT KIT** material is designed to be used in an individual relationship and in a small group, in sitting but also at home and at school by the appropriately trained parent or teacher. Children, through the support of smiley faces and associated words, will be able to express their emotions by also indicating the degree of intensity and parents will have to record in the diary the evolutions of the child until gradually eliminating the support of the Cat Kit.



Reference links - https://www.youtube.com/watch?v=CkCM5_pLr4s&t=28s

5. CHAPTER

CONCLUSION

In conclusion for emotional and relational disorders we mean the set of hardships and difficulties that children, teens and adults experience when they cannot interact with others creating protective barriers through their emotional, affective and Relational. At the base of most of these disorders are often dysfunctional representations, or "filters" through which the person tends to evaluate himself, his life, interpersonal relationships of himself and the surrounding world, starting from the tendency to exaggerate the negative aspects of reality, with rigidity and little flexibility of thought.

People with emotional and relational disorders often have low self-esteem, take opposing and rejectionary attitudes, feel powerless, and experience anxiety and anger.

There are many causes that lead the described subjects to have these disorders, genetics does not always play a major role but also external factors affect the emotionality triggering alarm bells of the disorder such as:

- 1.la difficulties of separation from parents;
- 2.la difficulties of socializing with peers and the search for an exclusive relationship with the adult;
- 3.la difficulty in managing emotions: emotional inhibition or excessive restlessness;
- 4.Psychosomatic symptoms such as nausea and stomach pain, headaches and sleep disorders;
- 5.Bullying and bullying of his comrades;

6.School anxiety and performance anxiety;

7.isolation, lack of interest, closure, marginalisation;

8.Frequent episodes of anger and aggression as a reaction to frustration and coercion, both physical and psychological;

9.Apathy as decrease or absence of any emotional reaction in the face of situations, everyday life events



Emotional and relational disorders can emerge in the school context, starting from kindergarten, or in non-family social environments. It is not uncommon for teachers to bring them to the attention of parents and family members who often face inconsistent descriptions of their children's experience. It is quite clear that certain emotions have a significant influence on school learning and motivation. The more you put your child in a position to experience positive emotions in school, the more you need to help them learn.

Those who have dealt with children at the beginning of primary school will have noticed that many of them approach learning with considerable enthusiasm, but it is dampening down over time. If the study is associated with pleasurable moods, the student's active participation ability in the learning process will be stimulated. Unfortunately this still occurs quite rarely, it is important to keep in mind that excessive emotional tension negatively interferes with the effectiveness of many performance: this means that if the child is too tense and involved, its performance it will decrease in any activity, not only in strictly school activities, but also in sporting, artistic or other activities.

Emotions interfere with mental activities, certain cognitive mechanisms such as concentration



and attention are negatively affected by excessive emotional tension, so it is difficult to focus on what you need to learn when you are too agitated or upset. Emotions also affect interpersonal relationships: children who, for example, exhibit an excessive level of aggression will receive equally aggressive responses, or tend to be avoided,

rejected, turned away. On the contrary, if there is excessive shyness in interpersonal relationships, the child will have difficulty getting into the group and may find themselves

socially isolated. Also to consider is the fact that the dominant emotions determine the psychological climate of the class.

This is because certain negative emotions, if manifested with high frequency and intensity, create a rather negative classroom climate that wears teachers down and makes the learning process difficult. The most frequent sensations become usual methods of answers, so if you have children who often experience anxiety in the face of questions or tasks in the classroom it is very likely that such anxiety, in the absence of a specific intervention, will consolidate even in the following years. The same applies to other statements such as, for example, hostility or sadness that if they are not properly addressed they will eventually become a stable part of the child's emotional repertoire.

ADULT MIGRANTS WHO CARE FOR PRESCHOOLS AND PRIMARY SCHOOLS CHILDREN WITH EMOTIONAL PROBLEMS

Author :Charlotte Meletli, Mobilizing Expertise AB, Sweden

1. EDUCATION IN SWEDEN

1.1. Introduction: Overview of Swedish school education

The school system in Sweden is based on the development and well-being of the child. First, compulsory school begins at the age of 7 and lasts 9 years.

The system is based on the fact that everyone has the same right of access to education regardless of gender, ethnicity, place of residence and social or economic status.

Children are the heart of the Swedish system. Teachers are no longer civil servants. They are paid on performance to boost efficiency, productivity and quality of work.

The municipalities and their establishments ensure the operation and financing of the education system. The only constraint is to respect the broad lines of the national program.

Schools are free to adapt their working methods to the needs of their students in order to provide better education for everyone.

Thus, education, books, transport for school and canteen are free for every student living in Sweden.

Private establishments are also free in order to respect the principle of Swedish education. The school system is very atypical with its micro-management at the municipal level, both in financial and material and by the abandonment of the civil servant status of teachers. This allows for strong adaptability of programs, training and teaching methods, to students who are placed at the heart of the school system.

Teachers are not considered as a binding authority but as guides. Students call their teachers by their first name. Teachers and students are on the same level. The goal of the system is to empower students early on in their future, to reduce the impact of the social environment on

results, and to lead students to validate university degrees and take the course that best suits their personality.

At school, children think for themselves, develop their autonomy, and acquire a sense of responsibility. There are no competition.

There are specialized establishments for children who need additional needs (mental or cognitive impairment).

1.2. Voluntary schooling (dagis, preschool and preparatory year class)

In Sweden, parents gets 480 days of paid parental leave for each child to use before the child turns 8 years old. These days can be split between both parents as they wish. However, they cannot pass them to the other parents. Each parent has 90 days than they have to use or loose.

It seems that most of moms takes the first year off from work to stay at home with the baby. And then, the dad takes around 6 months to be home with the baby before to let the child starts at *dagis*, the daycare/preschool.

Teaching in the preschool class is governed by the same curriculum as compulsory basic school. Teaching methods used in preschool, after-school centres and compulsory basic school are designed to stimulate children's development and their desire to learn. The preschool class may be regarded as a preparatory year for children before they begin their first year of compulsory basic school.

Children learn emotional education from an early age. The preschool accessible from the age of 1 provides an emotional education program. 80% of children aged 1 to 5 attend preschool. This allows a large majority of children to be reached. Children learn through non-formal methods tolerance, self-confidence, empathy, independence, respect for others and the skills to talk/present without being afraid of making mistakes.

Preschool emphasizes play, rather than setting goals and measuring progress. Each child is different and will learn differently. The teacher adapts his/her teaching to the child according to his/her needs. The activities take place mainly outside.

A special education teacher can be present in preschool in Sweden. For municipality schools, there is necessarily a special education teacher who shares several schools. For private schools, it depends on the school's budget.

The special education teachers are precious help for teachers who has difficulties with children with emotional problems. At preschool, social services have in charge to do the necessary if a child has emotional problems.

1.3. Primary school

Primary school is divided into three stages, consisting of elementary school, middle school and high school. All children and young people in Sweden are obliged to attend school between the ages of seven and sixteen. The academic year is divided into one autumn and one spring term.

In the nine years of compulsory basic school all pupils are guaranteed a certain number of teaching hours in each subject. All pupils study Swedish, English, mathematics, geography, history, religious knowledge, civics, biology, physics, chemistry, technology, art, home economics, sport and health, music, textiles, wood and metalwork, and one other foreign language. A special "pupil option" also allows them to choose which subject/s they wish to specialise in. The "pupil option" hours are accorded an amount of time in the syllabus roughly equal English or sport and health.

The school day starts at 8 am and finishes around 2 pm-3 pm. Students don't have so much homework. However, they are very often practice sports and/or cultural activities after the school day.

2. PLACE OF MIGRANTS TEACHERS WHO CARE OF CHILDREN WITH EMOTIONAL PROBLEMS

2.1. Advantages to be a migrant teacher who cares of children with emotional problem

In Sweden, some children are migrants mostly from 2015. The Swedish school system sets up infrastructure to provide education to its migrant children in the same way that local children.

Swedish school system allows to support children and families. Better is the environment, better is the child's development.

We cannot consider that there is a difference between a migrant teacher and a local teacher. Both use non-formal education to support children with emotional problems.

This is the testimony of a migrant preschool teacher :

“I came to Sweden 6 years ago and became a teacher in a school as a teaching assistant. We worked with non-formal education to support their emotional education. But emotional education, this wasn't always directly the purpose but it was indirectly happening. As an immigrant I wouldn't say we use anything different from Swedish teachers as we are restricted to the Swedish education system”.

However, in certain situations, a migrant teacher could support a migrant child. This is a concrete example happened in a preschool in Sweden.

Teachers were worried about a child because they've never heard her voice. One day, a teacher came to replace another teacher who was ill during the last few days. This teacher spoke the same language that this child. During all this period, the girl talks a lot. Teachers understood that she was able to talk but she was unable to speak in the same language than teachers.

Migrant teachers are necessary to work specially with migrant children. Children with emotional problems could feel more comfortable with a teacher who speaks the same language and have the same culture. For certain children is it essential to help them to get integrated.

2.2. Disadvantages to be a migrant teacher who cares of children with emotional problems

Being a migrant teacher can also have drawbacks. Working in a multicultural team can be enriching but also can be very complicated. For example, in a multicultural team of teachers, their cultures are different and the vision of the children can be different too. In Sweden, the child is at the heart of System. It's not the case in every country. And sometimes, it's not easy to understand a different vision and work together.

But, it's also important that the child can be in contact with other teachers and children because, speaking only in his/her language can isolate him/her from the other children.

2.3. What methods could be used to support children with emotional problems

2.3.1. School process for children with emotional problems

At preschool, teachers use a special education teacher if one is present at the school, to observe the child with emotional problems. If not, they use social services. Social services help children and families to find the best solution for the child.

In this case, the child is often followed by the BVC (Barnvårdscentral) which is the medical centre for children (0-6 years old) in Sweden.

If needed, the BVC will suggest that the child meet a "logoped" who is the equivalent of a speech therapist. Only the BVC can suggest to meet a speech therapist. In Sweden, all is about this professional. Many families will meet a speech therapist for their children. This is why, the process can take time.

At preschool, teachers can fill out a diagram about language, emotions etc... called [TRAS](#) to observe the children with emotional problems.

2.3.2. Presentation of games who can be used with children with emotional problems

According to the testimonies of teachers contacted, there are no methods/games that is generally applicable to all preschools and schools. The curriculum forms the basis for all preschools and schools, but it's the decision to each school to decide how to reach the goals. In general, one can say that the basis is often based on relational pedagogics, children's participation, positive reinforcement, etc...

The teacher/assistant needs to observe the child with emotional problems and be creative in order to make learning more interesting. Various games are useful where the child has to guess, to write, to draw, to paint, to think or to explore.

However, teachers can choose some games to support children with emotional problems.

In this link : [21 Simple Ways to Integrate Social-Emotional Learning Throughout the Day](#).

There are some simple ideas of activities for teachers to help children to get integrated.

When a child starts preschool or school for the first time, there is an adaptation period which is done gradually to put the child at ease in his/her new environment. At the beginning, parents stay at schools with the child for half a day or a couple of hours. Time depends on how the child feels and if he/she feels safe without parents.

2.3.3. Techniques and strategies for positive changes in children with emotional problems behaviours

It depends on the child him/herself. Teacher/assistant can find a right motivation that could inspire the child to complete his/her tasks.

- This is an example from an assistant who cared for an autistic student at primary school

This child loved to play digital games. The assistant found the motivation to use the iPad as a reward for the good efforts of the autistic child.

Another strategy was to sometimes working in a small group with classmates that the child liked. It was a step towards a positive change in the child's behaviour.

- Another example about a child at preschool

A girl refused to talk at preschool. She talked only at home. The teacher and the team suggested to encourage her to talk with the TAKK (Tecken som Alternativ och Kompletterande Kommunikation). This a some techniques of alternative communications by sign language. Then, they asked her to communicate by drawing. Thus, she started to communicate with them with non-verbal communication.

- In a school, teachers created a “SOS Box”

This is a plastic box where children can find any objects to relax as an anti-stress ball, brewing necklaces, massage ball etc, ... When children are distracts, they look anxious, or they cannot stop to move, the teacher can suggest them to get one thing from this box to relax.

- At preschool, children are free to move as they wish

They have the possibility to seat around their table or stay standing up. They also can settle on the carpet. In some schools, they have seats with a system where they can pedal. It's useful when the child is overflowing of energy or when a child is not active enough to stimulate it.

- Drama dance and forum theatre are also most effective

In general, the teachers have to observe the child's behaviours. And then, communicate with the child and explore different techniques.

2.3.4. Techniques for active listening education

There are no special rules about active listening education. It all depends on the child.

- For the preschool children, if teacher doing an activity and the child is not listening. First, the teacher can take the child on her lap allowing the child to concentrate more. If it doesn't help, the teacher asks the child what he/she wants to do. If she/he isn't interested in the activity, they find another one together.

- Teachers can use some relaxing music to get the concentration of the child.

If some children are dissipated, a relaxing music can help the children to stay focused on what they are doing.

- If all children start to be dissipated, teachers can suggest to have a break and eat a snack.
- Using a digital timer and a sandglass to count minutes when the child has to sit quietly in the classroom and listen to the teacher.

2.3.5. Parents programs for families with children with emotional problems

Different programs are available for families with children with emotional problems. The communities can offer structured meeting. In Lund, for example, the municipality offers for free to families who need :

Cope : A course for learning different strategies to achieve better interaction with their child. There are two groups: 3-12 years old and 13-18 years old. There are structured meetings that is based on film sequences. It's a program only for parents. They have to do homework based on their own child. There are 10 meetings of 2 hours.

Komet : A guidance for parents who want to reduce conflicts at home and who wants to get a better relationship with their children. There are structured meetings and parents have to do some exercises to try at home between the meetings. It's a program for parents with children aged from 3-1. There are 11 meetings of 2,5 hours/week.

TAKK : The speech therapist can offer 3 days of training with this method of communication to help parents to communicate with their children with language problems.

Crisis centre for children and youngsters : Meetings reserved exclusively to children of parents divorced where they can talk about their feelings and experiences and to understand they are not alone.

Conclusion:

The Swedish school system encourages providing an ideal framework for the education of the child, in particular by providing free school, canteen, books and transport to school for children. Thanks to this system, children have the same equality to receive a quality education. Therefore avoiding initial emotional problems.

Sweden has more than 900,000 foreigners citizens living in Sweden, mixing cultures, languages and traditions. Thus, there are a significant number of international schools in the country, especially in the big cities like Stockholm, Goteborg, Malmo, Lund and Helsingborg and the migrant teachers are a crucial part of the international schools success.

Many of the children of these families, at least one parent of whom is not from Sweden, practice a different language and culture at home. Migrant teachers are extremely beneficial.

Being a migrant teacher can considerably help these children integrate into the school environment, helping them to communicate and providing them with a more familiar and therefore safer environment, to help the child gain confidence in himself and the people surrounding him, help him to flourish and prevent all types of emotional problems.

STAFF WHO EDUCATES ADULTS MIGRANTS WHO CARE FOR PRESCHOOLS AND PRIMARY SCHOOLS CHILDREN WITH EMOTIONAL PROBLEMS

Author :Charlotte Meletli ,Mobilizing Expertise AB , Sweden

1. INTRODUCTION

The following paragraphs are focused on Sweden. However, some researches are interesting to know from others countries in Europe, as an example in Ireland, chapter 5.

Based on interviews with teachers and researches on Google, there aren't any different methods or trainings between migrant teachers or Swedish teachers who care for preschool and primary school children with emotional problems.

If migrant teachers want to work as permanent teacher or preschool teacher in Sweden, they need to get a Swedish certification. However, there are some exceptions.

Migrant teachers can work without certification for a maximum of one year at a time. The conditions are to have adequate education and good proficiency in Swedish and it's only if there is not any certified teacher or preschool teacher to employ. Sweden lacking teachers and preschool teachers, migrant teachers whose diploma is not validated or in progress to get the certification often find employment as an assistant. They have a lower salary, they don't have the same responsibility (for example, they cannot have a meeting with parents or they are participated less to team meeting).

In the theory, teachers without Swedish certification cannot get a permanent teacher, and the logical way would like at least one certified teacher to lead the group with non-certified teachers. However, the reality can be quite different. In some schools, some Swedish teachers without certifications got a permanent position.

Also some teachers don't need the certification as mother tongue teachers, teachers who teach in English in other subjects besides language and teachers of vocational subjects.

If the Swedish National Agency for Education dismisses the application because the qualifying diploma of education for teachers or preschool teachers is lacking, migrant teachers can apply for training at university or college which offers teacher or preschool training. They can also assess which previous qualifications can be given credit for.

About the teacher training program in Sweden, it doesn't include special courses on children with emotional education.

In the next chapters, it's presented few processes in Sweden but also in Europe about the integration of migrant teachers in the school system. Some of these programs need to be adjusted. However, it's a good start to help migrant teachers to work in their field in their new country.

2. FAST TRACKING “NEWLY ARRIVED TEACHER TO NEWLY EMPLOYED TEACHER”

Fast Tracking is a Swedish program opens to teachers with a degree-level qualification from another country. In Sweden, there is a national shortage of teachers and preschool teachers. At the same time, many immigrants and refugees arriving in Sweden have a background in teaching.

The idea of Fast Tracking for teachers and preschool teachers is to give newly arrived teachers the opportunity to resume teaching as soon as possible, by working experience and employment.

Migrant teachers with a degree-level teacher qualification can start to study even before to get a permanent residence permit.

The program runs for 26 weeks and courses includes theory, Swedish language studies at the university, and an internship placement at a school or preschool. In some universities, many of the new arrivals with teacher or preschool teacher training are Arabic speaking and therefore the course will partly be in Arabic. During the training, they will focus on teaching and learning, the work of teachers, and how Swedish school and preschools are managed and organized.

This program is available in six universities in Sweden, in Gothenburg, Malmö, Linköping, Stockholm, Umeå and Örebro. The same universities currently offering supplementary training for foreign teachers known as ULV (utländska lärares vidareutbildning), which is a longer programme leading to a Swedish teaching degree.

If migrant teachers are interested to join this program, they have to contact the Swedish public employment services.

This initiative can help contribute to a quick and successful economic and social integration of newly arrived migrant teachers, through educational and professional training.

However some imperfections of the Fast Track program was observed : Unfortunately, only a limited number have been able to enter the third phase of the fast track program. Also there are few difficulties of collaboration between public authorities who puts the newly arrived teacher in a difficult situation, leading to frustration and hopelessness, etc..).

Despite the imperfections of the Fast Track program, the consensus regarding needs and objectives among the parties that initially negotiated the fast track remains. The accelerated procedure would need to be modified so that newly arrived teachers can manage a robust, intelligible and sustainable system over time. All newly arrived teachers should have good conditions for continuing to practice in their new home country.

3. INDIVIDUAL AND COLLECTIVELY SHORT TRAININGS

3.1. Training outside school

Schools offer to teachers and assistant the possibility and something the obligation to participate in short trainings individually or collectively. This is provided often by private organisation or training agencies.

Teacher can research some specific trainings on their own (for example about a short training on children with emotional problem). They can present it to the head teacher who decide if the school can finance the training. If it's an individual training, the teacher shares what he/she learned during the training with the team when he/she back to school.

Something the headteacher obliges teachers to participate in training if he/she deems it necessary. Most of the time, they take training during their working time, which is not always possible to organize because it could be difficult to replace teachers. However, the school may close for one day, notifying parents in advance.

3.2. Training inside school

In school, teachers share their experiences and this is the main way to learn from each other. Some schools meet once a week to discuss about difficulties, progress of some children. They discuss and help each other to find the best way to support the children with emotional problems.

When a special education teacher is present at school, teachers consult him/her, ask any advice or ask to come in the class to observe the child.

Migrant teachers can also share their experiences and knowledge relating to one's country origin. It's enriching to learn methods from different countries. Also, sometimes it's more difficult cause as it's explained in the previous chapters "*Place of migrant teachers who care for preschool and primary school children with emotional problems*", the vision of the child can be different to the teacher's culture. And some methods cannot be applicable in Sweden.

4. INTER-AGENCY COOPERATION IN SWEDEN

In Sweden the local authority social services have the primary responsibilities to establish and sustain working inter-agency cooperation as regards children at risk. School and preschool staff don't have any compulsory child protection training and in teacher education programmes courses on these issues are often optional.

However, Swedish staff are mandated to report to the social services any description that a child might be at risk.

Also, in Sweden, there have been an increased interest in inter-agency and multi-professional cooperation in order to improve the quality of work with vulnerable children

As part of preventive work, multi-professional family centres have been established, where health and social work is combined

These facilities have established links to health care professionals and child and youth psychiatry, and schools are also invited when it's seen as relevant.

We find as partner institution for example the BVC (barnvårdscentralen) which is the medical centre for children and which follows children between 0 and 6 years old or the BUP (Barn och ungdomspsykiatri) which is the equivalent of psychiatric hospital in Sweden is an institute which can help the families with children with emotional problems.

5. MIGRANT TEACHERS PROGRAM IN IRELAND

5.1. What is the migrant teachers project ?

The migrant teachers project has been established by Marino Institute of Education with the support of National Integration Funding from the Department of Justice and Equality in 2017, in Ireland.

This project aims to increase the participation of migrant teachers in the Irish primary and post-primary education sectors. Teachers who have foreign qualifications can get some

advice, information and training in order to help them to continue their profession in Irish primary and post-primary schools.

The migrant teachers project also works with migrants teachers to support them through the registration and job search procedures

5.2. Training “Being a teacher in Ireland”

“Being a teacher in Ireland” is a transition program which is intended to migrant primary schools and post-primary school teachers who are now living in Ireland. This program provides additional knowledge, skills and confidence to upgrade these teachers “professional growth” and to help them to increase their chance of getting a job in schools in Ireland. Through the lectures, workshops, online and school experiences, participants discover school context and school cultures, curriculum, assessment and pedagogy, thus the role of teacher in Irish context and how to develop a teacher career in Ireland.

5.3. Impact of this project on the employment of migrant teachers

6. SOCIAL AND EMOTIONAL LEARNING (SEL)

6.1. What’s the SEL ?

Social and Emotional Learning is a set of educational techniques which teach students self-control, social competences, empathy, motivation and self-awareness and it has shown promising results in the USA.

The scientist decides to create SEL program and they discover that emotional intelligence can also be taught just like any academic subject.

The research shows that by providing consistent, purposeful, and robust SEL programs, students can benefit in multiple ways, as it can promote the child's academic success and positive academic behaviour, educt conduct problems, addiction and emotional distress.

SEL intentionally cultivates a participatory, caring and equitable learning environment and evidence-based practices that actively involve all students in their social, emotional, and academic growth. This approach infuses SEL into every part of students’ daily lives, during all times of the school day, and when they are in their homes and communities.

6.2. Why integrates the SEL program within the school

Mental ill health is a major issue worldwide. Depression, aggressive behaviour, feeling down and alcohol and drug abuse.

School is an arena for health intervention. It's the place where students discover the essential of their social interactions, challenges and opportunities for personal growth. Also, they spend more of their time at school.

SEL is common in preschools and primary schools both in Europe and in North America. Programmes for socio-emotional learning and what is labelled *therapeutic education* have dramatically increased during the first decade of the millennium. In Sweden, schools often justify their use of these programmes as a way of organizing their value-based education that is, as a way of realizing the democratic ambitions expressed in educational policy documents, such as the national curriculum.

The Social and Emotional Training (SET) program is a similar technique used in Sweden as a quasi-experimental study, with two intervention and two control schools during five years. In terms of promotion, the impact of the program on mental health were generally favorable, in particular through the promotion of aspects of self-image, including well-being and the hindering of aggressiveness, alcohol use, bullying and attention-seeking.

However, they didn't observe any difference on social skills. It seems that SET has the potential to operate efficiently as a health-promoting intervention during the school period.

Its main impact may rather be to curb on the deterioration in some aspects of mental health that is common during adolescence.

6.3. How the SEL method can help migrant teachers ?

Children need social and emotional skills to navigate the world around them. Teachers can help children get a healthy start by incorporating social and emotional learning activities in the classroom.

Also, as mentioned in the article “Migrant teacher who care for preschools and primary schools children with emotional problems”, migrant teachers are considerably beneficial to help migrant children to help them to integrate at school.

These children are more likely to develop emotional problems (withdrawing into oneself, lack of self-confidence, etc...) by feeling excluded because they don't speak the same mother tongue and/or have a different culture which can cause complications in their development.

Migrant teachers play a important role in helping these children at school. Using SEL techniques with these children can be an effective tool.

7. EXAMPLE OF SOCIAL AND EMOTIONAL LEARNING (SEL) ACTIVITY

7.1. Teaching empathy through classroom inclusivity - Creating a classroom expectations with a contract

Objective of this activity :

This activity comes from a blog post from a primary school teacher, Elyse Rycroft. She shares teacher tips, management strategies, lesson ideas and more. She has experimented by making her own teaching resources and now she shares her creativity with others teachers.

This activity is a social and emotional learning activity. With the multi-step process, it helps children to identify what is important in a classroom and to take responsibility for maintaining that.

A classroom contract is built at the beginning of each year with the collaboration and ideas of all children. It's a nice alternative to traditional classroom rules. Classroom contract is a tool that becomes quite strong and powerful for children.

Step 1 : Have conversations with children and read them books

At the beginning of the year, the teacher has a daily conversation about social topics as respect, community, responsibility, teamwork, etc...



Then, the teacher asks the children questions and give them several scenarios to discuss and answer. This method encourages critical thinking and sharing of viewpoints.

Teacher conduct classroom meetings every week during which children are encouraged to openly share feelings, gratitude, solve problems, and give compliments.

Teacher choose and reads books daily that illustrate how children deal with different emotions and issues. All together, they talk about the stories and children share their connections. This method is perfect for teaching skills and having those important conversations.

Step 2 : Create an Anchor Chart

Teacher and children gather as a class to create an anchor chart together. Teacher have already prepared the chart with the title “A Great Classroom” or “A Peaceful Classroom” and a “Y” shapes below it to create three separate areas to add children ideas. Teacher asks children to give thoughts and answer questions honestly.

Teacher asks the children to think about what a “Great Classroom” **looks** like. What do they see when they look around in their classroom and at the children ?

Teacher add those ideas to the anchor chart. If the teacher feels like an important idea has not been mentioned, the teacher may give hints or ask questions until someone mentions it.

Some of those ideas could include happy kids, working hard, fun, learning, helping, etc...

Then, the teacher asks the children what a “Great Classroom” **sounds** like. What do they hear in terms of noise and what people say ? Teacher add to another section children's ideas. Some of those ideas include quiet working, manners, laughing, questions, kind words, etc...

Finally, the teacher asks the children what a “Great Classroom” **feels** like. What kind of feeling do they have inside when they are at school and how people make them feel ? This part is a good practice to help children to identify different emotions.

Some of those ideas could include happy, open, welcoming, respectful, etc...



Objective of this activity :

This activity is perfect to use with migrant children who need to feel more confident and integrated in the classroom. It's a good way to show to all children that they can have different culture or language, but they have also many similarities.

How to play this game ? :

Children take turns announcing a fact about themselves (I like candies, I have a big sister, etc...).

When someone announces a similar fact, kids in the room jump up and say “- Me, too!”, if the fact applies to them.

This game should help children begin to notice how others are similar to them, helping them connect and develop deeper friendships with those around them.

7.3. Teaching non-verbal communication with SEL : Charades

Objective of this game :

Non-verbal communication teaches to children how it is possible to communicate with the body and facial expressions. This game will help them to develop non-verbal communication skills, but also working in teams to achieve a goal.

It's an enriching game for teachers who care migrant children. For children who have difficulties to talk with words, it may help them to communicate with other children easily and teach them that communication is not only with words. The body plays a major role in how to communicate.

How to play this game ? :

During this game, one person must act out a phrase or a picture (if it's children that don't know to read). They are not allowed to talk. They can use only their body to communicate. The other children on their team must try to guess what that phrase/picture is.

Conclusion :

Research shows that there is no specific training for migrant teachers who care for children with emotional problems. There is also no content on this subject taught in teacher training in Swede.

However, in several ways, teachers have access to supports in order to best help them in their teaching accompaniment with children with emotional problems.

Programs such as “Fast Tracking Newly arrived teacher to newly employed teacher” in Sweden and “Being a teacher” in Ireland are training courses put in place to bring the necessary knowledge of the school system to migrant teachers in their host country and thus, facilitate their access to the education labour market.

The Social and Emotional Learning is increasingly used worldwide by teachers and families to prevent children’s emotional and social behaviours and disorders. It’s also used with children with emotional problems to help them understand and manage their emotions. This method can be used by migrant teachers who care for preschools and primary schools children, especially migrant children, likely to develop emotional problems or with emotional problems and thus help them to in their development and well-being.

On the other hand, teachers have the right to participate to short training courses funded by their educational establishment on subjects that they choose or that the establishment chooses for them according to need.

The exchange between teachers is one of the most used means to develop this knowledge. Migrant teachers can learn from other teachers on their team. Sometimes, when the framework allows, the migrant teacher can also exchange these methods that he used in his country of origin with the rest of the teaching team.

Finally, it’s likely that many migrant and non-migrant teachers train by themselves according to the situations they encounter with their students. They consult forums, blogs, articles online or books to look for information.

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EDUCATION OF ADULTS WHO CARE FOR CHILDREN WITH EMOTIONAL PROBLEMS WITH HIGH LEVEL OF INTELLIGENCE

Authors: Assist. Prof.Dr. Mevlut Aydoğmuş, Assoc. Prof. Dr. Ahmet Kurnaz, Assoc . Prof. Dr Suleyman Barbaros Yalcın , Assist. Prof. Dr. Süleyman Arslantas, University „Necmettin Erbakan”, Konya, Turkey

1. Areas Where High level of intelligence Children Can Experience Difficulties

1.1. Developments Inequal To Their Mental Aspects

1. 1.1.1. Motor Skills

The motor skills, especially fine motor characteristics of high level of intelligence children, lag behind the cognitive conceptual abilities in high level of intelligence children in preschool period (Webb and Kleine, 1993). These children can envision what they aim and want to build and draw. However, motor skills do not allow them to reach the goal. Therefore, they may experience intense frustration and emotional outbursts. In addition, interventions due to mental abilities such as early starting school and class jumping cause these children to lag behind their peers' physical characteristics and experience difficulties.

2. 1.1.2. Peer relations

Who is the peer of a high level of intelligence child? Since the interests of high level of intelligence children are very diverse, they need several peer groups. Advanced skill levels can lead them to older children. They can choose their peers by reading a book (Halsted, 1994). Such children are often considered "alone". The conflict between being individual and being individual can be quite stressful. High level of intelligence children try to organize people, objects and events in preschool and elementary schools. The search for consistency emphasizes the rules they impose on others. They invent complex games and try to organize their friends in these games they have set up. These behaviors often cause a reaction in their peers. This situation may turn into exclusion over time. The fact that cognitive aspects are advanced from their peers can turn into dissatisfaction with their peers and an effort to make friends with older people.

3. 1.1.3. Extreme Self Criticism

The ability to see the possibilities and alternatives may mean that they have seen the idealistic images they intended to create later with the behavioral records they will create and simultaneously go to the arrangements in themselves and their behaviors (Adderholt-Elliott, 1989; Powell & Haden, 1984; Whitmore, 1980). These and similar situations can lead to excessive self-correction and divergence from the current and realistic situation with an approach based on ideal identity.

4. 1.1.4. Perfectionism

With an approach based on ideal identity, excessive self-correction and getting away from the current, realistic situation can also reveal the perfectionist personality situation. The ability to see how one can perform ideally, along with emotional intensity, leads many talented children unrealistic to their high expectations. In

highly skilled children, perhaps 15-20% can be significantly hampered by perfectionism at some point in their academic career and even later in life. Perfectionism; that the child tries to do his job in the best way and sometimes sets extremely high and unrealistic goals for him. The perfectionist personality structure commonly encountered in high level of intelligence children is divided into two with its positive and negative aspects.

Positive perfectionism; While the child is defined as a healthy effort towards achievable goals, negative perfectionism; It is defined as the child's setting unrealistic high goals and dissatisfaction with his efforts towards these goals, and delaying with the fear of failure. As a result of the positive perfectionist trend; the child's motivation and success rate is high, and his self-perceptions develop in a healthy way. As a result of the negative perfectionist tendency, the high level of intelligence child can behave like finding his own performance inadequate, overreacting small mistakes and delaying responsibilities. The high level of intelligence child, who is a perfectionist who avoids taking risks, can concentrate only on the area he / she is capable of, and as a result may lose confidence in areas where he has a low level of success. Or the child may have successfully associated the feeling of feeling valuable and, accordingly, can set goals that are difficult to reach, beyond the expectations of those around him.

The belief that high level of intelligence children in this way of thinking always have the belief that they can do better, and the value they attach to their performances, can lead to the development of a wrong idea, such as the way I should achieve perfection in everything. High level of intelligence children in this way of thinking are perfectionist behaviors that need to be carefully monitored, as their excessive efforts for their desire to always achieve the best result can begin to hurt them over time.

5. 1.1.5. Avoiding Risk

High level of intelligence children see potential opportunities that may arise in undertaking these activities while also seeing possibilities. Measures to avoid potential problems may mean avoiding risk and lead to failure (Whitmore, 1980). Risk-taking behavior will also indirectly affect self-confidence development, and patterns of indifferent behavior may occur over time.

6. 1.1.6. Versatile Interests

High level of intelligence children generally have more than one advanced feature and can engage in intensive and varied activities in all developed fields. Although it is rarely a problem for children, this can create problems for the family both in the preparation of an appropriate development environment and in making decisions about career choice (Kerr, 1985; 1991). The economic conditions of both the family and the society in which they live will be effective in the perception of this situation as usual or a problem.

4. 1.2. *Problems Arising From External Sources*

Lack of understanding or support for high level of intelligence children sometimes creates significant problems such as real instability or neglect (Webb and Kleine, 1993). From this perspective, some common problem patterns are:

1. 1.2.1. School Culture and Norms

High level of intelligence children, by definition, require unusual and different educational experiences in teaching activities when compared with children of the same age in terms of cognitive characteristics (Kleine & Webb, 1992). Schools, however, often group children by age. This situation causes the high level of intelligence children to be unstable and confused about their expectations from the school itself. On the one hand, the expectation of using its own potential, on the other hand, the desire to be age-appropriate by the school and the society can reveal dilemmas and inconsistencies in many areas.

2. 1.2.2. Others' Expectations

High level of intelligence children tend to abide by social rules, traditions and rituals. In fact, these tendencies can turn into behaviors that violate or challenge social expectations. Such behavior often causes discomfort in others. High level of intelligence children can try to hide their talents in many areas in terms of ensuring social acceptance, if they become sensitive to such ailments of others.

3. 1.2.3. Stress

The special abilities of high level of intelligence children may cause them to experience stress from time to time. Factors such as hypersensitivity, difficulties in peer and parent relationships, difficult targets to reach due to their perfectionist structures, high expectations of the family and environment, lack of time limits or lack of suitable resources can be shown as the main causes of stress in high level of intelligence children. It is very important to teach high level of intelligence children with early methods to cope with stress at an early age and to gain early coping skills, as this can reduce the negative effects of stress. In addition, stress is a threat to the families of these children. Fears such as failure to meet the educational needs of children, making mistakes and using critical periods inefficiently can create stress in families.

4. 1.2.4. Self respect

Self-esteem is the assessment that the person has made towards him, and as a result, his positive or negative attitudes that he has made into a habit towards him. Self-esteem begins to occur in the family and is shaped by the feedback it will receive from its social environment. The fact that high level of intelligence children are extremely sensitive and sensitive to their environment, their awareness is high, their sense of inability to be able to change certain things, their family and the environment's high expectations of success in all areas and pressures in this direction are factors that negatively affect their self-esteem. Even if such students exhibit extraordinary success, they may be called inadequate by their families or environment (Sak, 2010).

5. 1.2.5. Depression

Depression is an undesirable condition that usually occurs in a situation that has little or no control over it or no control. In some families, continuous assessment and performance criticism are a tradition. These criticisms may even include skills outside of the high level of intelligence areas. As a result, depression and academic disability may increase. Sometimes misplacement in education makes high level of intelligence youth

feel stunned by the world of slow motion. Depression can occur because the child feels stuck in a constant state.

High level of intelligence children face a number of emotional and social problems such as having a perfectionist structure, exclusion by their peers, having hard-to-reach goals, and achieving success under intense pressure. In all these problems they encounter, they pose a risk of depression in high level of intelligence children.

In addition, the fact that these children are hypersensitive and sensitive is another factor that increases this risk. Some signs of depression that can be seen in high level of intelligence children; social communication disorder, long-term problems in friendship relations, feeling alone even with other people, being sad and anxious, sleep disorders, fatigue, low energy level, hopelessness and extreme sensitivity. High level of intelligence children will not be able to solve problems with their superior cognitive abilities unless they receive the necessary support from their environment. It is important to respond to the problems experienced by children and to be aware of what should be done to prevent depression (Sak, 2010).

5. 1.3. Social and Emotional Problems Faced by High level of intelligence Children

While development is a whole with its physical, cognitive, social and emotional aspects, social-emotional needs cover all the conditions necessary for a healthy adaptation to the environment in which the person lives. These requirements include self-expression, control of emotions, social relations with individuals in the environment, and adaptation to the principles and values of the society in which they live. Although it is known that all children may experience social-emotional problems from time to time, the needs of high level of intelligence children vary in some respects. As the main reason for this; The speed and degree of physical, cognitive and social-emotional development of high level of intelligence children is usually different between both their peers and other high level of intelligence children. These differences in development seen in high level of intelligence people are called “asynchronous development”.

The absence of awareness of this asynchronous development in high level of intelligence children or the incomprehensibility of what this concept means, poses many important risk factors for the high level of intelligence children in the short and long term. These children, who have a higher level than their peers in terms of their cognitive development, especially in preschool period, do not progress at the same rate and their unique developmental differences may cause them to face various social and emotional problems. For example; It is common for a 6-year-old high level of intelligence child to be crying in front of another child who wants to play with his toy and to exhibit the behaviors of a 3-year-old child. The awareness of the developmental differences unique to these children by parents and educators is important. Social-emotional problems such as stress and depression they may encounter in the future, being excluded by their peers, not being able to make friends, being unsatisfied due to their extreme perfectionist attitudes, or determining hard-to-reach goals, being under intense pressure to achieve success and approaching the situations they face with a high level of sensitivity. It is very important in terms of being prevented.

1. 1.3.1. Family relations

Families particularly affect the development of social and emotional competences. When problems arise, this is because parents decide consciously to create difficulties for high level of intelligence children. This is because parents do not know about high level of intelligence children or do not have support for proper parenting, or try to deal with their unresolved problems (which may result from their high level of intelligence experience).

2. 1.3.2. Social Isolation / Exclusion

Social exclusion is a common problem for high level of intelligence children. This exclusion to which high level of intelligence children are exposed comes in three ways. The first kind of exclusion; The unique abilities of high level of intelligence children are named differently by their peers and surroundings, and are not deliberately excluded by taking them into social groups. The source of this kind of exclusion may be shortness.

The second type of exclusion is; This is because the activities that high level of intelligence children enjoy doing are different from their peers. Since they try to establish mental friendship as well as social friendship, these children prefer to be friends with children who are mentally closer to their own level. Because they are looking for similar friends among their peers, they may start to become lonely over time, even if they do not want to.

The exclusion, which we call the third type, is the exclusion created deliberately by high level of intelligence children, resulting from high level of intelligence children seeing themselves privileged from their peers and surroundings. Among the three types of exclusion, it is important for both families and teachers to have a high level of awareness and to participate in the situation with appropriate hints and feedback mechanisms.

2. 2. Preventing Problems

Reaching parents; Parents are especially important in the prevention of social or emotional problems. No matter how perfect or supportive it is, teaching can rarely withstand inappropriate parenting. Supportive family environments can resist unhappy school experiences. Parents need information if they are well fed and are smart advocates for their children. It is vital to focus on parents of young children. Problems are best avoided by including parents when children are young. Parents should especially understand the characteristics that will make high level of intelligence children look different or difficult. Parents who make good use of their position, which can reach both the child and the society, will eliminate the problems before they arise and prevent misunderstandings with information from the first source.

Educating and Activating Health Services and Other Field Experts; Extensive efforts should be made to include such professionals in state and local meetings and continuing education programs for high level of intelligence children. Specialists such as pediatricians, psychologists, preschool teachers, and other co-workers have received little training on high

level of intelligence children and therefore can provide little help to parents (Webb & Kleine, 1993).

Using Educational Flexibility; High level of intelligence children require different and more flexible educational experiences. When children come from multicultural or low-income families, educational flexibility and achievement may be particularly necessary. The seven flexible paced training options (Cox, Daniel, & Boston, 1985) that are relatively easy to implement in most school settings include: early entry; class jump; advanced courses; compressed courses; continuous progress in a regular classroom; Simultaneous enrollment to advanced classes; and credit by exam. These options are based on competence and talent shown rather than arbitrary age groupings.

Creating Parent Discussion Groups; Parents of high level of intelligence children often have very few opportunities to speak to other parents of high level of intelligence children. Discussion groups provide opportunities for "change parenting recipes" and child rearing experiences. Such experiences provide perspective as well as specific information (Webb & DeVries, 1993).

Today; Common social and emotional problems faced by high level of intelligence children are exclusion, loneliness, perfectionism, self-esteem, stress and depression by their peers. It is very important to be aware of the priorities of these children in communication and to take the appropriate approach in order to prevent any problems due to their unique development differences. A high level of intelligence child supported socially and emotionally; develop a confident, creative, independent, social relations, open to communication, peaceful, balanced and harmonious personality structure.

3. Objectives

1. Explains how the high level of intelligence children differ from their peers in terms of their mental, social-emotional developmental characteristics and needs.
2. Explains the special affective characteristics (honesty, justice, sensitive emotional structure, perfectionist, sense of responsibility) of high level of intelligence students.
3. Explains the relationship between asynchronous development and emotional behavior in high level of intelligence students.
4. Explains the emotional states (social isolation, perfectionism, stress, depression, suicide) especially seen in high level of intelligence children.

5. Explain the relationship between high level of intelligence students' characteristics and social isolation.
6. Analyze social isolation in high level of intelligence students.
7. Explain the symptoms that can be seen regarding social isolation in her child.
8. Make suggestions to minimize the factors that cause social isolation in your child.
9. Makes activities that will prevent social isolation in her child.
10. Cooperates with teachers in dealing with social isolation in their child.
11. Explain the relationship between high level of intelligence students' characteristics and perfectionism.
12. Analyze perfectionism in high level of intelligence students.
13. Explains the symptoms that can be seen about perfectionism in her child.
14. Make suggestions to minimize the factors that cause perfectionism in your child.
15. Makes activities that will prevent perfectionism in her child.
16. Cooperates with teachers in dealing with perfectionism in their child.
17. Explains the relationship between high level of intelligence students' characteristics and stress.
18. Analyzes stress in high level of intelligence students.
19. Explains the symptoms that can be seen about stress in her child.
20. Make suggestions for minimizing stressful factors in her child.
21. Makes activities that will prevent stress in your child.
22. Cooperates with teachers in dealing with stress in her child.
23. Explains the relationship between high level of intelligence students' characteristics and depression.
24. Analyzes depression in high level of intelligence students.
25. Explains the symptoms that may be seen in depression in her child.
26. Makes recommendations to minimize the factors that cause depression in her child.
27. Makes activities to prevent depression in her child.
28. Cooperates with teachers in dealing with depression in their child.

4. 4. Activities

Annex 1

Worksheet-1

True False	
Stress is all bad. True? False?	False. The stress response protects the body from dangerous situations. In the face of stress, the person focuses on how to overcome the difficulties he / she will face, and this enables him to achieve high performance and satisfaction in his work. Because of its stimulating feature, stress leads the person to learn and to search for new things.
There is nothing you can do about stress. Stress appears and you endure. True ? False?	False. In addition to reducing your stress in our lives, there are many ways to learn how to manage and cope with stress. Adequate sleep, good and balanced nutrition, regular sports and planned provide a quality life.
No one experiences more stress than mine. True ? False?	Wrong, everyone experiences stress, some can stress more than their values, but your ability to deal with stress and manage stress determines whether you can control stress, not the amount of stress.
Nothing worse for me than too much stress. True ? False?	False. Too much stress can negatively affect concentration, problem solving, personal interactions, and school performance. Physical and mental health problems can also occur, including headaches, back pains, anxiety, depression, and aggression.

Worksheet-2

Briefly summarize a situation where you felt stressed last week
What did you feel in this situation?
What did you think in this case?
What did you do to deal with the stressful situation?
What can you do differently in the future?

Worksheet-3

SUITABLE RESPONSES TO TACKLE STRESS

<p>Healthy Living</p> <ul style="list-style-type: none"> - Do regular exercise - Balanced diet - Adequate and regular sleep
<p>Thinking Healthy</p> <ul style="list-style-type: none"> - Don't worry about things you can't control (ex: you can't control weather conditions) - See the stressful situation you are encountering as something new learning surprise - Think positively - Set realistic goals
<p>Healthy Actions</p> <ul style="list-style-type: none"> - Get help from friends, family, teachers, experts - Take part in fun activities or take part in team sports with your friend - Try to solve conflicts without getting angry - Solving a problem at a certain time or performing the task given at a certain time - Avoiding excessive planning
<p>Stress Relief Exercises</p> <ul style="list-style-type: none"> - Deep breathing (practice breathing relaxation exercises) - Muscle relaxation (starting from a muscle group, stretching the muscles for a few minutes and loosening after holding for a while. In this way, doing this application in muscle groups in order.

<p>Building Empathy</p>
<p>TARGET GROUPS: Families – Childeren</p>
<p>Achievements</p> <ul style="list-style-type: none"> - Displays words and behaviors suitable for the environment in which they are located - Be aware of others' feelings - Takes care to live friendly and friendly
<p>RECOMMENDED MATERIALS Worksheet (Annex-1)</p>
<p>Flow:</p> <ul style="list-style-type: none"> • Participants are informed about empathy. In particular, a narration is made in the form of "understanding and feeling the feelings and thoughts of others, the situation in which it is or the acting power in their behavior, by putting ourselves in their place and looking from his perspective and expressing them to him". • Give examples of understanding the framework you have created. At this stage, use the “empathy” worksheet. • After participants fill in their worksheets, have them share what they wrote to other participants. • Discuss the effects of the solutions they developed when they experienced situations similar to those at the end of the study.
<p>TIME 30 minutes</p>

Annex-1 "Establishing Empathy" worksheet

By reading the case studies given below, write what you can feel and do in the space provided.

1. While preparing to go on holiday, your friend called you on the phone. He said that a friend you loved on the phone had a traffic accident and was hospitalized. In this case...

What would you feel?

.....
.....

What would you do?

.....
.....

2. The exams results have been announced. You got a high grade. But your best friend got a very bad grade. In such a situation...

What would your friend feel?

.....
.....

What would you feel?

.....
.....

What would you do?

.....
.....

3. Although the second semester of the school started, your brother still did not start reading. Moreover, he knows that you are rewarded by the teacher as the first student to start reading when you were his age. You think he took you as an example. In such a situation ...

What would your brother feel?

.....
.....

What would you feel in such a situation?

.....
.....

What would you do?

.....
.....

4. Your mother hurt her waist while gathering the house. You know that the most messy part of the house is your room. In order for your mother's health to recover, she has to be inpatient for a long time. In such a situation...

How do you think your mother's feelings and thoughts?

.....
.....

What would you feel in this situation?

.....
.....

What would you do?

.....
.....

WALKING IN THE FOREST
TARGET GROUPS : Families
TARGETED GAINS <ul style="list-style-type: none"> • Knows the effects of traumatic experiences on people. • Gains empathic understanding against individuals exposed to traumatic events.
DURATION One hour
FLOW PROCESS (STEPS) Teacher; <ul style="list-style-type: none"> ➤ <i>“Dear parents, Today, we will carry out a study with you on realizing the effects of traumatic experiences on people. ”</i> ➤ <i>“I will now share a story with you. A family lived in a beautiful and developed city of their country. The family, consisting of parents and 2 children, continued their routine lives. While watching the war news in the world, they thought that such a situation would never happen on their own. One evening, the children slept, and suddenly there was a big noise while the mother and father were drinking tea. The children who woke up with the voice tried to go to them when they could not get an answer even though they called to their parents. The children who went to the hall of the house, which was in flames, ran out of the house with great fear when they met the dead bodies of the parents. When they got out, they met other frightened people like themselves. The children, who did not know what to do, started to flee from their attacking city with their neighbors. After a journey that takes days, they reach the border of a new country. Children who remember their lives during their journey start to cry with each loud voice and hug each other and cannot accept that they have lost their family. Families waiting at the border for days try to cope with hunger, thirst and cold, on the other hand, they are worried about what life is waiting for them in their new destination... ”</i> <p>The teacher asks the questions below to share.</p> <ul style="list-style-type: none"> ➤ <i>“What was your opinion while listening to the story?” she asks and gets the answers.</i> ➤ <i>“What were your feelings while listening to the story?” she asks and gets the answers.</i> ➤ <i>“How does it feel to think that you are one of the people in the story?” she asks and gets the answers.</i> ➤ <i>“What are the emotional and behavioral responses of children in the story after trauma?” she asks and gets the answers.</i> ➤ <i>“Imagine that one of the children in the story is your student, how would you support them?” she asks and gets the answers.</i> ➤ After the sharing, the activity ends with an emphasis on what are the possible reactions after trauma in children.
ADDITIONAL INFORMATION AND WARNINGS <ul style="list-style-type: none"> ✓ Volunteering should be taken into consideration while sharing. ✓ There may be people who show intense reactions within the group, and the teacher should be careful not to disturb the group dynamics.

I AM AWARE
TARGET GROUPS : Families
PERSON TO APPLY: Teacher
TARGETED GAINS <ul style="list-style-type: none"> • Realizes the possible effects of traumatic experiences. • Improves their ability to cope with the possible effects of traumatic experiences.
RECOMMENDED MATERIALS Chalk / marker pen, presentation
DURATION One hour
FLOW PROCESS <p>Teacher;</p> <ul style="list-style-type: none"> ➤ <i>“Hello dear teachers; today we will talk to you about the possible effects and coping skills of traumatic experiences. Trauma; sometimes it is defined as events that develop suddenly in our lives, affect us deeply, upset, leave traces in our lives and disturb the flow of daily life. “What do you think of when it comes to traumatic experiences? She asks and writes the incoming answers on the blackboard.</i> ➤ Then he completes the traumatic experiences that are missing (Migration, Terror, Suicide, Sexual Abuse, Natural Disaster, Death-Mourning titles are given). ➤ <i>“ What kind of emotional and behavioral reactions can children have after trauma? ”she asks and discusses each type of trauma titles one by one.</i> ➤ <i>“What can be done to improve children's coping skills after trauma?” she asks writes the incoming answers on the blackboard. The slide on the types of trauma and coping types completes the missing information.</i> ➤ <i>“It is extremely important to observe your students in your classroom. When you observe such emotional-behavioral responses, directing students to the guidance service makes it possible to provide professional help ” she says and ends the activity by taking additional shares from the volunteer teachers about the activity.</i>
<ul style="list-style-type: none"> ➤ ADDITIONAL INFORMATION AND WARNINGS A slide regarding trauma types and coping types should be prepared and the activity should be visually supported.

EDUCATION OF STAFF WHO EDUCATE ADULTS WHO CARE FOR CHILDREN WITH EMOTIONAL PROBLEMS WITH HIGH LEVEL OF INTELIGENCE

Authors: Assist. Prof.Dr. Mevlut Aydoğmuş, Assoc. Prof. Dr. Ahmet Kurnaz, Assoc . Prof. Dr Suleyman Barbaros Yalcın , Assist. Prof. Dr. Süleyman Arslantas, University „Necmettin Erbakan” , Konya, Turkey

1. Areas Where Gifted Children Can Experience Difficulties

1. 1.1. *Developments Inequal To Their Mental Aspects*

1. 1.1.1. Motor Skills

The motor skills, especially fine motor characteristics of gifted children, lag behind the cognitive conceptual abilities in gifted children in preschool period (Webb and Kleine, 1993). These children can envision what they aim and want to build and draw. However, motor skills do not allow them to reach the goal. Therefore, they may experience intense frustration and emotional outbursts. In addition, interventions due to mental abilities such as early starting school and class jumping cause these children to lag behind their peers' physical characteristics and experience difficulties.

2. 1.1.2. Peer relations

Who is the peer of a gifted child? Since the interests of gifted children are very diverse, they need several peer groups. Advanced skill levels can lead them to older children. They can choose their peers by reading a book (Halsted, 1994). Such children are often considered "alone". The conflict between being individual and being individual can be quite stressful. Gifted children try to organize people, objects and events in preschool and elementary schools. The search for consistency emphasizes the rules they impose on others. They invent complex games and try to organize their friends in these games they have set up. These behaviors often cause a reaction in their peers. This situation may turn into exclusion over time. The fact that cognitive aspects are advanced from their peers can turn into dissatisfaction with their peers and an effort to make friends with older people.

3. 1.1.3. Extreme Self Criticism

The ability to see the possibilities and alternatives may mean that they have seen the idealistic images they intended to create later with the behavioral records they will create and simultaneously go to the arrangements in themselves and their behaviors (Adderholt-Elliott, 1989; Powell & Haden, 1984; Whitmore, 1980). These and similar situations can lead to excessive self-correction and divergence from the current and realistic situation with an approach based on ideal identity.

4. 1.1.4. Perfectionism

With an approach based on ideal identity, excessive self-correction and getting away from the current, realistic situation can also reveal the perfectionist personality situation. The ability to see how one can perform ideally, along with emotional intensity, leads many talented children unrealistic to their high expectations. In highly skilled children, perhaps 15-20% can be significantly hampered by perfectionism at some point in their academic career and even later in life. Perfectionism; that the child tries to do his job in the best way and sometimes sets extremely high and unrealistic goals for him. The perfectionist personality structure commonly encountered in gifted children is divided into two with its positive and negative aspects.

Positive perfectionism; While the child is defined as a healthy effort towards achievable goals, negative perfectionism; It is defined as the child's setting unrealistic high goals and dissatisfaction with his efforts towards these goals, and delaying with the fear of failure. As a result of the positive perfectionist trend; the child's motivation and success rate is high, and his self-perceptions develop in a healthy way. As a result of the negative perfectionist tendency, the gifted child can behave like finding his own performance inadequate, overreacting small mistakes and delaying responsibilities. The gifted child, who is a perfectionist who avoids taking risks, can concentrate only on the area he / she is capable of, and as a result may lose confidence in areas where he has a low level of success. Or the child may have successfully associated the feeling of feeling valuable and, accordingly, can set goals that are difficult to reach, beyond the expectations of those around him.

The belief that gifted children in this way of thinking always have the belief that they can do better, and the value they attach to their performances, can lead to the development of a wrong idea, such as the way I should achieve perfection in everything. Gifted children in this way of thinking are perfectionist behaviors that need to be carefully monitored, as their excessive efforts for their desire to always achieve the best result can begin to hurt them over time.

5. 1.1.5. Avoiding Risk

Gifted children see potential opportunities that may arise in undertaking these activities while also seeing possibilities. Measures to avoid potential problems may mean avoiding risk and lead to failure (Whitmore, 1980). Risk-taking behavior will also indirectly affect self-confidence development, and patterns of indifferent behavior may occur over time.

6. 1.1.6. Versatile Interests

Gifted children generally have more than one advanced feature and can engage in intensive and varied activities in all developed fields. Although it is rarely a problem for children, this can create problems for the family both in the preparation of an appropriate development environment and in making decisions about career choice (Kerr, 1985; 1991). The economic conditions of both the family and the society in which they live will be effective in the perception of this situation as usual or a problem.

2. 1.2. *Problems Arising From External Sources*

Lack of understanding or support for gifted children sometimes creates significant problems such as real instability or neglect (Webb and Kleine, 1993). From this perspective, some common problem patterns are:

1. 1.2.1. School Culture and Norms

Gifted children, by definition, require unusual and different educational experiences in teaching activities when compared with children of the same age in terms of cognitive characteristics (Kleine & Webb, 1992). Schools, however, often group children by age. This situation causes the gifted children to be unstable and confused about their expectations from the school itself. On the one hand, the expectation of using its own potential, on the other hand, the desire to be age-appropriate by the school and the society can reveal dilemmas and inconsistencies in many areas.

2. 1.2.2. Others' Expectations

Gifted children tend to abide by social rules, traditions and rituals. In fact, these tendencies can turn into behaviors that violate or challenge social expectations. Such behavior

often causes discomfort in others. Gifted children can try to hide their talents in many areas in terms of ensuring social acceptance, if they become sensitive to such ailments of others.

3. 1.2.3. Stress

The special abilities of gifted children may cause them to experience stress from time to time. Factors such as hypersensitivity, difficulties in peer and parent relationships, difficult targets to reach due to their perfectionist structures, high expectations of the family and environment, lack of time limits or lack of suitable resources can be shown as the main causes of stress in gifted children. It is very important to teach gifted children with early methods to cope with stress at an early age and to gain early coping skills, as this can reduce the negative effects of stress. In addition, stress is a threat to the families of these children. Fears such as failure to meet the educational needs of children, making mistakes and using critical periods inefficiently can create stress in families.

4. 1.2.4. Self respect

Self-esteem is the assessment that the person has made towards him, and as a result, his positive or negative attitudes that he has made into a habit towards him. Self-esteem begins to occur in the family and is shaped by the feedback it will receive from its social environment. The fact that gifted children are extremely sensitive and sensitive to their environment, their awareness is high, their sense of inability to be able to change certain things, their family and the environment's high expectations of success in all areas and pressures in this direction are factors that negatively affect their self-esteem. Even if such students exhibit extraordinary success, they may be called inadequate by their families or environment (Sak, 2010).

5. 1.2.5. Depression

Depression is an undesirable condition that usually occurs in a situation that has little or no control over it or no control. In some families, continuous assessment and performance criticism are a tradition. These criticisms may even include skills outside of the gifted areas. As a result, depression and academic disability may increase. Sometimes misplacement in education makes gifted youth feel stunned by the world of slow motion. Depression can occur because the child feels stuck in a constant state.

Gifted children face a number of emotional and social problems such as having a perfectionist structure, exclusion by their peers, having hard-to-reach goals, and achieving success under intense pressure. In all these problems they encounter, they pose a risk of depression in gifted children.

In addition, the fact that these children are hypersensitive and sensitive is another factor that increases this risk. Some signs of depression that can be seen in gifted children; social communication disorder, long-term problems in friendship relations, feeling alone even with other people, being sad and anxious, sleep disorders, fatigue, low energy level, hopelessness and extreme sensitivity. Gifted children will not be able to solve problems with their superior cognitive abilities unless they receive the necessary support from their environment. It is important to respond to the problems experienced by children and to be aware of what should be done to prevent depression (Sak, 2010).

3. 1.3. *Social and Emotional Problems Faced by Gifted Children*

While development is a whole with its physical, cognitive, social and emotional aspects, social-emotional needs cover all the conditions necessary for a healthy adaptation to the

environment in which the person lives. These requirements include self-expression, control of emotions, social relations with individuals in the environment, and adaptation to the principles and values of the society in which they live. Although it is known that all children may experience social-emotional problems from time to time, the needs of gifted children vary in some respects. As the main reason for this; The speed and degree of physical, cognitive and social-emotional development of gifted children is usually different between both their peers and other gifted children. These differences in development seen in gifted people are called “asynchronous development”.

The absence of awareness of this asynchronous development in gifted children or the incomprehensibility of what this concept means, poses many important risk factors for the gifted children in the short and long term. These children, who have a higher level than their peers in terms of their cognitive development, especially in preschool period, do not progress at the same rate and their unique developmental differences may cause them to face various social and emotional problems. For example; It is common for a 6-year-old gifted child to be crying in front of another child who wants to play with his toy and to exhibit the behaviors of a 3-year-old child. The awareness of the developmental differences unique to these children by parents and educators is important. Social-emotional problems such as stress and depression they may encounter in the future, being excluded by their peers, not being able to make friends, being unsatisfied due to their extreme perfectionist attitudes, or determining hard-to-reach goals, being under intense pressure to achieve success and approaching the situations they face with a high level of sensitivity. It is very important in terms of being prevented.

1. 1.3.1. Family relations

Families particularly affect the development of social and emotional competences. When problems arise, this is because parents decide consciously to create difficulties for gifted children. This is because parents do not know about gifted children or do not have support for proper parenting, or try to deal with their unresolved problems (which may result from their gifted experience).

2. 1.3.2. Social Isolation / Exclusion

Social exclusion is a common problem for gifted children. This exclusion to which gifted children are exposed comes in three ways. The first kind of exclusion; The unique abilities of gifted children are named differently by their peers and surroundings, and are not deliberately excluded by taking them into social groups. The source of this kind of exclusion may be shortness.

The second type of exclusion is; This is because the activities that gifted children enjoy doing are different from their peers. Since they try to establish mental friendship as well as social friendship, these children prefer to be friends with children who are mentally closer to their own level. Because they are looking for similar friends among their peers, they may start to become lonely over time, even if they do not want to.

The exclusion, which we call the third type, is the exclusion created deliberately by gifted children, resulting from gifted children seeing themselves privileged from their peers and surroundings. Among the three types of exclusion, it is important for both families and teachers to have a high level of awareness and to participate in the situation with appropriate hints and feedback mechanisms.

5. 2. Preventing Problems

Reaching parents; Parents are especially important in the prevention of social or emotional problems. No matter how perfect or supportive it is, teaching can rarely withstand

inappropriate parenting. Supportive family environments can resist unhappy school experiences. Parents need information if they are well fed and are smart advocates for their children. It is vital to focus on parents of young children. Problems are best avoided by including parents when children are young. Parents should especially understand the characteristics that will make gifted children look different or difficult. Parents who make good use of their position, which can reach both the child and the society, will eliminate the problems before they arise and prevent misunderstandings with information from the first source.

Educating and Activating Health Services and Other Field Experts; Extensive efforts should be made to include such professionals in state and local meetings and continuing education programs for gifted children. Specialists such as pediatricians, psychologists, preschool teachers, and other co-workers have received little training on gifted children and therefore can provide little help to parents (Webb & Kleine, 1993).

Using Educational Flexibility; Gifted children require different and more flexible educational experiences. When children come from multicultural or low-income families, educational flexibility and achievement may be particularly necessary. The seven flexible paced training options (Cox, Daniel, & Boston, 1985) that are relatively easy to implement in most school settings include: early entry; class jump; advanced courses; compressed courses; continuous progress in a regular classroom; Simultaneous enrollment to advanced classes; and credit by exam. These options are based on competence and talent shown rather than arbitrary age groupings.

Creating Parent Discussion Groups; Parents of gifted children often have very few opportunities to speak to other parents of gifted children. Discussion groups provide opportunities for "change parenting recipes" and child rearing experiences. Such experiences provide perspective as well as specific information (Webb & DeVries, 1993).

Today; Common social and emotional problems faced by gifted children are exclusion, loneliness, perfectionism, self-esteem, stress and depression by their peers. It is very important to be aware of the priorities of these children in communication and to take the appropriate approach in order to prevent any problems due to their unique development differences. A gifted child supported socially and emotionally; develop a confident, creative, independent, social relations, open to communication, peaceful, balanced and harmonious personality structure.

6. 3. Objectives

1. Explains what kind of differences the children who are high level of intelligence (HLI) in terms of their mental, social-emotional developmental characteristics and needs.
2. Explains the special affective characteristics (honesty, justice, sensitive emotional structure, perfectionist, sense of responsibility) of high level of intelligence students.
3. Explains the relationships between asynchronous development and emotional behavior in high level of intelligence students.
4. Explains the emotional states (social isolation, perfectionism, stress, depression, suicide) especially seen in high level of intelligence children.
5. Explains the relationship between high level of intelligence students' characteristics and social isolation.
6. Analyzes social isolation in high level of intelligence students.
7. Explains the symptoms observed in high level of intelligence students with social isolation.

8. Based on the signs of social isolation seen in high level of intelligence students, high level of intelligence students who have social isolation risk are determined.
9. It makes suggestions to minimize the factors that cause social isolation in high level of intelligence students.
10. Develops teaching activities to prevent social isolation of high level of intelligence students.
11. Produces predictions about collaborating with families in dealing with social isolation in high level of intelligence students.
12. Designs social activities to eliminate social isolation in high level of intelligence students.
13. Organizes educational activities for families of children who intelligence to ensure that children can cope with social isolation problems.
14. Explains the relationship between high level of intelligence students' characteristics and perfectionism.
15. Analyzes perfectionism in high level of intelligence students.
16. Explains the symptoms observed in high level of intelligence students with a sense of perfectionism.
17. Lists the possible behaviors that arise in high level of intelligence students due to perfectionism.
18. Based on the signs of perfectionism seen in high level of intelligence students, the high level of intelligence students identify the high level of intelligence students who have perfectionism risk.
19. It makes suggestions to minimize the factors that cause perfectionism in high level of intelligence students.
20. Develops teaching activities that will prevent students' high level of intelligenceness.
21. Produces predictions about collaborating with families in dealing with perfectionism in high level of intelligence students.
22. It organizes educational activities for parents of high level of intelligence children to ensure that children can cope with perfectionism problems.
23. The relationship between the characteristics of high level of intelligence students and stress.
24. Analyzes stress in high level of intelligence students.
25. Describes the symptoms observed in high level of intelligence students who experience stress.
26. Lists the possible behaviors that occur in high level of intelligence students due to stress.
27. Based on the symptoms of stress seen in high level of intelligence students, the high levels of intelligence students identify the high level of intelligence students.
28. Gives suggestions to minimize stressful factors in high level of intelligence students.
29. Develops teaching activities that will prevent at high level of intelligence students from stress.
30. Creates predictions about collaborating with families in dealing with stress in high level of intelligence students.

31. Organizes educational activities for families of high level of intelligence children to ensure that children can cope with stress problems.
32. Analyzes depression in high level of intelligence students.
33. Describes the symptoms observed in high level of intelligence students who experience depression.
34. Lists the possible behaviors that occur in high level of intelligence students due to depression.
35. Based on the symptoms of depression seen in high level of intelligence students, the high level of intelligence students identify with the risk of depression.
36. Gives suggestions to minimize the factors causing depression in high level of intelligence students.
37. Develops teaching activities to prevent high level of intelligence students from depression.
38. Generates predictions for high level of intelligence students to cooperate with families in dealing with depression.
39. Designs social activities for high level of intelligence students to relieve depression.
40. Organizes educational activities for families of high level of intelligence children to ensure that children can cope with depression problems.

7. 4. Activities

THE HERO IN US	
PERSON TO APPLY: Teacher	
HEDEFLNEN KAZANIM(LAR) <ul style="list-style-type: none"> • Yaşadığı zorlayıcı olayları ve bunlara eşlik eden duyguları fark eder. • Zorlayıcı durumlara karşı baş etme becerisi geliştirir. • Çevresindeki yardım kaynaklarını fark eder. 	
RECOMMENDED MATERIAL (S) <ul style="list-style-type: none"> • Colorful papers • Crayons of different colors and types 	
DURATION: One lesson	
FLOW PROCESS (STEPS)	
<p>Teacher:</p> <ul style="list-style-type: none"> ➤ <i>"Dear students, we will have an activity with you today," she says.</i> ➤ She ensures that every student gets enough paint and paper. ➤ "Now I want you to think about the things that you feel sad and afraid of causing you to feel bad." and 1-3 minutes to think. allows time. ➤ "I want you to draw a picture of one of these events you think of on the papers I will give you," she says. ➤ The teacher goes to each of them when the children make their pictures. It communicates individually, taking care not to hear other children as much as possible. ➤ She tries to find out what situation the children are drawing, which they are sad or afraid of, and notes this in another paper briefly, in a sentence. (in order to have information about the pictures of children who do 	

- not want to share in the group about the picture he / she is or who are shy.)
- After the students have completed their pictures, **“think of a hero who can help yourself in the picture you draw; Draw on how your hero helps you.”** she says.
 - After the drawing was completed, **“well, how did this hero help you?”** she asks and gets the answers from volunteer students.
 - **“How did you feel after your hero helped you?”** Asks and listens to the sharing of volunteer children.
 - **“As we can see from your pictures, we can all experience events that upset or frighten us from time to time. In such cases, there are people around us that we can trust and help us. So who can these be?”** she asks and gets answers from volunteer students.
 - **“Our mother, father, teachers, police and similar people are people who can help us. We can ask these people for help in events that upset us or are afraid.”** and ends the event.

ADDITIONAL INFORMATION AND WARNINGS

- ✓ Students can identify and draw more than one hero if they wish.
- ✓ Students are encouraged to share; but are not forced.
- ✓ Pictures made in this activity are kept by the teacher; not sent home.
- ✓ The teacher must also review the pictures of children who cannot express themselves or do not want to share in the group. .
- ✓ If a sharing (picture or expression) requiring expert support is noticed during the event, a guidance should be directed to the guidance teacher, or to the RAM (Guidance and Research Center) if the school does not have a guidance teacher.
- ✓ The teacher uses the time in crowded classrooms to achieve the purpose of the activity.

MY SHINING SUN
PERSON TO APPLY Teacher
TARGETED GAIN (S) <ul style="list-style-type: none"> • Understands what traumatic experiences are. • Knows what can be done to reduce the impact of trauma experiences.
RECOMMENDED MATERIAL (S) <ul style="list-style-type: none"> • Fund cardboard • Post-it / adhesive note paper (in drop form) • ANNEX-1 (Examples of Trauma Types) • ANNEX-2 (Emotion List) • ANNEX-3 (Recommendations to Reduce the Effect of Trauma)
Duration: One Hour

FLOW PROCESS (STEPS)

Öğretmen;

- ***"Hi guys; Today we will have an event with you. Sometimes there are events that develop suddenly in our lives, affect us deeply, upset, and leave traces in our lives. We call these traumatic experiences / traumatic events. Now let's look at what these events can be. "***
 - *It starts to show the pictures in ANNEX-1 one by one. It shows the first picture.*
- ***"What does this picture tell you?" she asks. Receives answers from students.***
- ***"What do you think people feel in the face of such an event about the picture on the card ?" she asks***
- While giving information about the traumatic event and feelings that can be felt on the card, she benefits from ANNEX-2. The above questions are asked separately for 2 cards in ANNEX-1.
- ***"We learned what traumatic events and what is felt in the face of these events," she says.***
- He hangs the background cardboard, which she has prepared before, on the board.
- ***"So, what can we do to reduce the impact of these situations? As you say, I will write your suggestions on these little papers I have. With your suggestions, our lives will become even more enlightened. "she says and receives the answers. He evaluates the answers and writes them to the post-it by giving feedback and sticks them around the sun figure.***
- After receiving the suggestions of the students, it strengthens the activity by taking advantage of ANNEX-3.
- ***"Yes, our sun shined even more with the suggestions you gave. With these things, it will be possible to alleviate the impact of our difficulties." she says and finishes the activity.***

EK-2 LIST OF THE EMOTIONS

Pain Pity Forgiveness Belonging To be misunderstood Achievement Loyalty Coping Solidarity Boredom Courage Enthusiasm Collapse Horror Pain Confidence Longing Excitement Nothingness Rage Serenity Unrest Sadness Vulnerable Acceptance Stability Instability Complexity Lost	Indifference Trust yourself Disappointment Anger Fear Satisfaction Dissatisfaction Happiness Unhappiness Joy Hate Longing Regret Welfare Patience Aggression Love Trouble Wonder Kindliness Doubt Uneasiness Despair Hope Timidity fright Strangeness Loneliness attrition Victory
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RECOMMENDATIONS TO REDUCE THE EFFECT OF TRAUMA

- Spend time with your friends
- Say the feelings you have experienced.
- Some things can happen outside of us, and we can't stop it, accept it.
- Get help from your family and teachers.
- Don't be alone.
- Don't think bad thoughts.
- Know the important numbers you can get help with.

LIST OF MY EMOTIONS
PERSON TO APPLY: Teacher
TARGETED GAIN (S) • Have information about traumatic experiences. • Recognizes the emotions that traumatic experiences can lead.
RECOMMENDED MATERIAL (S) Colored adhesive papers (Post it), Annex 1, Annex 2
DURATION: One Hour
FLOW PROCESS (STEPS) Teacher; <ul style="list-style-type: none"> ➤ <i>“Dear children; Today, we will be doing an activity called "My Emotion List" with you. Our aim in this event is to have information about traumatic experiences. ” she says.</i> ➤ He writes the names of traumatic experiences on the board. (Traumatic Experiences: Migration, Natural Disaster, Death-Mourning) ➤ <i>Colored postit papers (4 each) are distributed to students.</i> ➤ <i>“When there are traumatic experiences written on the board, write what feelings you have on your post-it.”she says.</i> ➤ He asks him to stick his emotional expressions under the title of the relevant traumatic life written on the board. ➤ After all the students have pasted the postit they wrote, she summarizes the emotional reactions written. ➤ <i>“This is normal with emotion. Now, how do you deal with the emotions we feel after traumatic experiences? Write them on post-it and paste them on the board under the relevant traumatic life title. ”</i> ➤ After all the students have pasted their postit, she make suggestions about their coping skills by making use of ANNEX-2. ➤ <i>“People can experience various traumatic events throughout their lives. We need to know that all the emotions we feel after these traumatic experiences are normal. The intensity of our feelings and reactions to the events we all experience may differ. The important thing is to use the skills to deal with the emotions we live correctly. It is expected that our emotions will return to normal under the influence of our coping skills after a certain period of time. Despite all our efforts, if our emotional intensity does not decrease and our various emotional behavioral responses continue, it is important that we get professional help from the school guidance service or health institutions. There is one thing we should not forget; we live a very valuable life. There are many people and institutions that will help us to overcome the negative events we are experiencing. “All together for a better days. ” she says and finishes the activity.</i>

TRAUMATIC EVENTS

EK-2

Migration	Natural disasters	Death- Mourning
Coping Skills		

COPING SKILLS

1. Do not hesitate to explain your feelings, feelings.
2. There are things that happen outside of us as well as things you can control. Accept that.
3. Give yourself positive suggestions.
4. Social support is important. Don't be alone
5. Don't worry about bad scenarios or possibilities.
6. Make plans for the future.

LOVE CUBE

PERSON TO APPLY: Teacher
TARGETED GAIN (S) <ul style="list-style-type: none"> • To develop positive feelings for the future.
RECOMMENDED MATERIAL (S) <ul style="list-style-type: none"> • • ANNEX-1 (open cube shape with pictures on each surface)
DURATION One Hour
FLOW PROCESS (STEPS) Teacher ; <ul style="list-style-type: none"> ➤ <i>“Dear children, today we are going to do the love cube with you. As you can see, we have a cube in this event. There is a different picture on each side of our cube. ”</i> ➤ <i>“ Now you will come in order and throw the cube on the ground. When we throw the cube on the ground, I will tell you what to do about the picture that comes to the top. ” and starts the game.</i>
<div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 20px;"> <p><i>“Say three wishes for your family that you want to be in the future.”</i></p> </div> </div>

	<p><i>"Say three wishes for yourself that you want to be in the future."</i></p>
	<p><i>"Say three wishes for your friends that you want to be in the future."</i></p>
	<p><i>"Say three things you can do without help from anyone."</i></p>
	<p><i>"Say three wishes for other people you love to be in the future."</i></p>
	<p><i>Let's play together.</i></p> <ul style="list-style-type: none"> • <i>Play the "Machine Imitation Game".</i> • <i>Play "Bee Vizz Vizz".</i> <p><i>(The teacher chooses and plays one of these games according to the characteristics of the group. The games are introduced below.)</i></p>

1) Machine Imitation Game: The teacher adds 5 people to the child who throws the cube and gives a group of 6 students to a machine name (vacuum cleaner, mixer / mixer, washing machine, etc.) that other children cannot hear. In a corner of the classroom, this group of six people decide how to bring the machine to life so that other children cannot hear it, and they play the machine together. The class is expected to guess this machine.
2) Bee Vizz Vizz: The student who throws the cube is taken out. An object in the classroom is selected and stored. As the student gets closer to the object, the voice of “vizzzzz...” is made. The student tries to find the object.
3) The teacher uses the time effectively to give each child a chance to throw the cube at least once.
 ➤ After ensuring the participation of all children, the teacher says“**dear children, we said good wishes about ourselves, our family, our friends and other loved ones today. We also talked about what we can do without help from anyone. Making good and good wishes always makes us feel good; makes us happy**”and ends the event.

ADDITIONAL INFORMATION AND WARNINGS

- The activity can be applied in all age groups by updating the content of the "Let's play together" section.
- The teacher prepares the cube in advance by cutting the open cube shape in ANNEX-1 and sticking it on a hard material such as cardboard.

OUR COMMON FEATURES

PERSON TO APPLY: Teacher

HEDEFLLENEN KAZANIMLAR

- Gains awareness against social segregation and discrimination .
- It tolerates diversity and differences.

RECOMMENDED MATERIALS: Paper, pencil, scissors

DURATION: One hour

FLOW PROCESS OF THE EVENT (STEPS)

Teacher;

- *"Hello friends, today we will play a game with you." he says. Then he asks, "Have you thought of yourself as someone else?" and gets the answers.*
- *"Our aim in the game we play is to replace someone else, think like that person and share it in the classroom. As you can see, we have 5 bags. There are occupations in the first bag, meals in the second bag, city / country in the third bag, hobbies in the fourth bag, and games in the fifth bag. Each of you will come in order and select one card from each bag. Create a person using the features from the selected cards and describe the person you created."* The teacher gives 3 minutes to each student to think after making brief explanations about the unknown from the concepts drawn from the bag. He then asks the following questions to describe the characters they have created;
 - *The teacher asks "How did you feel when someone else was?" and receives the answers.*
 - *The teacher asks "Did you have anything in common with this person?" after she receives the answers:*
- *"Dear friends, we may all be living in different places. We may be doing different professions. Our favorite meals and interests may differ. We may be playing different games. But as you can see, all these differences add wealth to us and we can live together with these differences. The fact that our food, profession and interests are different does not prevent us from living in the same environment. The differences are our wealth. "*

First Bag (Professions): Teacher, Doctor, Genetic Engineer, Lawyer, Nurse, Judge, Singer, Painter, Football Player, Architect, Interior Architect, Journalist, Writer, Actor, Dentist, Astronaut, Archaeologist, Pilot, Cook, Hostess, Driver, Fireman, Travel Guide, Psychologist, Psychological Consultant, Patient Caregiver, Computer Engineer, Software Engineer, Graphic Designer, Fashion Design, Mechanical Engineer, Mechanicist, Farmer, Veterinarian, Agricultural Engineer, Grocery, Plumber, Auto Repairer, Construction Master, Carpenter, Butcher, Greengrocer.

Second Bag (Meals): Dried Beans, Doner, Pasta, Pizza, Katmer, Pilaf, Hamburger, Pita, Raw Meatballs, Anchovy, Kuneffe, Adana Kebab, Spinach, Walnut, French Fries, Chocolate Pie, Eggplant Moussaka, Ravioli, Stuffed, Circassian Chicken, Cabbage Wrap, Liver, Tirit, Hummus, Stuffed Meatballs, Baklava, Cowpea.

Third Bag (City / Country of Residence): İzmir, Trabzon, Çanakkale, Erzurum, Istanbul, Ankara, Hatay, Diyarbakır, Muğla, Kilis, Muş, Caucasus, Artvin, Samsun, Kayseri, Çankırı, Uzbekistan, Tekirdağ, Hakkari, Mardin, Tunceli, Antalya, Van, Bulgaria, Manisa, Konya, Mersin, Zonguldak, Gaziantep, Syria, Iran, Afghanistan, Germany, Saudi Arabia, Georgia, Azerbaijan, Ukraine, Armenia, Cyprus, Greece, Palestine, Israel, Nigeria, Kenya, Ethiopia, Romania, Iraq (The places should be replaced with local names and known countries)

Fourth Bag (Hobbies): Playing Violin, Playing Football, Going to the Cinema, Theater, Ski / Sled, Table Tennis, Tennis, Fishing, Feeding the Cat, Feeding the Dog, Feeding the Bird, Fish, Drum, Piano, Flute, Guitar, Darbuka, Tambourine, Singing, Rap singing, Hiphop, Skating / skateboarding, Painting, Cycling, Playing ney, Playing shin, Gymnastics, Swimming, Basketball, Marbling, Playing Darts, Hide and Seek, Puzzle, Chess, Reading Books, Running, Playing Computer Games, Elim Sende, Ear to Ear, Jump Rope, Billiards.

Fifth Bag (Games): Zeybek, double string, shamname, horon, caucasian dance, tango, samba, salsa, ballet, flamenco, sirtaki, spoon game, atop, tea, kindling, hora, halay, bengi, semah, hopak, kolbastı, haka, waltz, tarantella, oriental, romania, hirge, threshing branch

İLAVE BİLGİ VE UYARILAR

- ✓ The written features should be increased by the number of students and each should be written on a piece of paper and placed in bags. .
- ✓ The practitioner should make preliminary preparation by obtaining information about the profession, food, place, hobbies and games in the bags before the event.

Step by Step to Success

Achievements:

- Lists what needs to be done to achieve a specific goal and achieve goals
- Creates short, medium and long term goals
- Puts the goals in the order of priority in the measures determined
- Realizes responsibilities

RECOMMENDED MATERIALS

Worksheet (Annex-1)

Flow:

- Ask the participant to fill in the "I'm Going to Success" Step by Step in accordance with the guidelines.
- After completing their tasks on the worksheet, ask several participants to share their writings on each stage.
- Talk about the importance of patience and effort in achieving the goal set in the sharing process. Provide a discussion environment where you will evaluate the relationship between perseverance, effort, work, success, patience and stress management.

Duration

30 Minutes

Step by Step to Success Worksheet

Write five of the arts and sports that you know, in the space below, with an art or sports branch on each box.

Art	Sport
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Choose one of the arts and sports branches you have written and write what should be done to become an expert in this field in steps.

I.Step	
II. Step	
III. Step	
IV. Step	
IV. Step	

What are the conditions to be successful in your chosen field? Write five items.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Managing Stress

Achievements

- Notices appropriate responses in dealing with stress.

RECOMMENDED MATERIALS

Worksheet (Annex-1)

Flow

- 1. Stress is defined by the practitioner as “Stress is a factor that forces the person and creates pressure”.
- Each statement in the "true-false" test in **Worksheet 1** is read in order and students are encouraged to share their thoughts.
- The **worksheet 2** is distributed to the students and a certain period is given to write down their feelings and thoughts about the questions on the worksheet.
- The worksheet 3 is distributed to the students and every activity on the form is explained with the guidance of the practitioner. In this process, care should be taken to compare the coping responses used by the students with the appropriate coping responses described in the form. Süreç tartışma soruları kapsamında değerlendirilerek sonlandırılır.
- **DISCUSSION QUESTIONS**
 - Have you previously thought about the reactions you experienced in the event of stress?
 - What can be encountered when inappropriate reactions are shown in case of stress?
 - What can be encountered when appropriate reactions are exhibited in case of stress?
 - What reactions do you mostly show?
- **EVALUATION**
 - Evaluation of the process**
 - a) Number of students participating in the event:
 - b) Place of the event:
 - c) Date of the event;
 - d) Difficulties encountered in the implementation of the event:

Evaluation of Achievement

Students may be asked to keep a “stress diary” and use appropriate responses learned in the activity and log their results in stress situations they experience for a week.

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