

AGGRESSIVENESS, INSTABILITY AND SOCIAL-EMOTIONAL EDUCATION IN AN INCLUSIVE ENVIRONMENT

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INTRODUCTION



Debate on inclusiveness in school

promotes personalized education that addresses diversity.



Social-emotional learning

helps avoid the development of disruptive and aggressive behaviors and promotes academic success.



Social-emotional intervention program

includes interconnected cognitive, affective and behavioral level skills.

OBJECTIVES

- Analyze the effects of an emotional education program on children
- Observe the repercussions on aggressive behavior and emotional instability of the student body

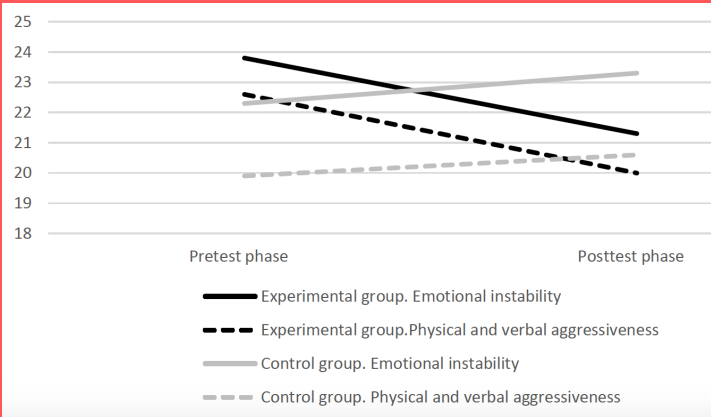
METHODOLOGY

555 children aged 7 to 12
Primary Education in six public schools in Valencia (Spain)

Comparative study:

- Experimental group 57.2%
Teachers were trained
- Control group (42.8% of total)
Teachers were not trained

RESULTS

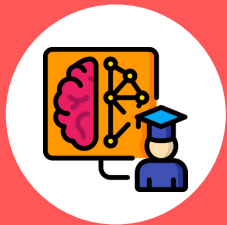


Comparative analyses in the pretest and posttest phases

Experimental group
significant differences appear between both phases -pretest and post-test - in emotional instability as well as physical and verbal aggressiveness

Control group
no significant differences between the pre-test and post-test phases in physical and verbal aggression, but significant differences in emotional instability do appear

CONCLUSIONS



Program Effectiveness emotional education helps to reduce aggression.



Aggressiveness and emotional instability relate to each other and feed each other.



Concern for the training of teachers and the creation of a space to verbalize their insecurities and conflicts in the classroom.

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