



FACULTAD DE EDUCACIÓN DE PALENCIA
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THE ROLE OF LANGUAGE TO DESIGN EFFECTIVE TECHNIQUES FOR STUDENTS´ EMOTIONAL DEVELOPMENT

**EL PAPEL DEL LENGUAJE EN EL DISEÑO DE TÉCNICAS EFICACES
PARA EL DESARROLLO EMOCIONAL DE LOS ALUMNOS**

**TRABAJO FIN DE GRADO EN EDUCACIÓN PRIMARIA
(MENCIÓN EN LENGUA EXTRANJERA – INGLÉS)**

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I would like to express my deepest gratitude

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*To all educators, social workers, and other professionals
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ABSTRACT

This Final Degree Project examines the strategies, techniques, methodologies and resources that facilitate pupils' emotional regulation, which is of educational and curricular importance. This study is based on direct qualitative field research, which includes a personal anecdote collected during the practicum in a school in Northern Ireland, as well as a questionnaire conducted with approximately 60 participants.

The principal objective of this project is to propose effective techniques for the adequate support of students' emotional regulation. This work acknowledges the necessity for advancement and growth in the field of emotional intelligence within the education sector.

The results demonstrate that the appropriate utilisation of emotional regulation techniques has a considerable, positive impact on students' interpersonal and intrapersonal development. The findings suggest the necessity of further addressing the issue of emotional self-regulation and management among students, with particular focus on those who, for various reasons, may require it most. This could potentially lead to improvements in the mental health and wellbeing of young people and professionals in the present era.

KEY WORDS: emotional regulation, Northern Ireland Primary Curriculum, techniques, self-regulation, pupils, intrapersonal, interpersonal.

RESUMEN

Este Trabajo de Fin de Grado examina las estrategias, técnicas, metodologías y recursos que facilitan la regulación emocional de los alumnos, de importancia educativa y curricular. Este estudio se basa en una investigación de campo cualitativa directa, que incluye una anécdota personal recogida durante el prácticum en un colegio de Irlanda del Norte, así como un cuestionario realizado a aproximadamente 60 participantes.

El objetivo principal de este proyecto es proponer técnicas eficaces para el apoyo adecuado de la regulación emocional de los alumnos. Este trabajo reconoce la necesidad de avanzar y crecer en el campo de la inteligencia emocional dentro del sector educativo.

Los resultados demuestran que la utilización adecuada de técnicas de regulación emocional tiene un impacto considerable y positivo en el desarrollo interpersonal e intrapersonal de los estudiantes. Los resultados sugieren la necesidad de seguir abordando la cuestión de la autorregulación y la gestión emocional entre los estudiantes, con especial atención a aquellos que, por diversas razones, más lo necesitan. Esto podría conducir potencialmente a mejoras en la salud mental y el bienestar de los jóvenes y los profesionales de la época actual.

PALABRAS CLAVE: regulación emocional, Currículo de Primaria de Irlanda del Norte, técnicas, autorregulación, alumnado, intrapersonal, interpersonal.

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1. INTRODUCTION

In the contemporary educational context, there is a growing appreciation of the significance of **emotional education**¹ for children's comprehensive learning and growth. This shift can be attributed to a growing recognition of the necessity for children to comprehend and regulate their emotions, particularly considering mounting concerns about **mental health** in younger age groups. The objective is to equip children with the requisite skills to effectively manage their emotions and develop their **emotional intelligence**² in an appropriate manner.

Nevertheless, to achieve this goal, it is not sufficient to educate children; it is also necessary to ensure that teachers are adequately equipped to understand and manage their own emotions as well as monitoring pupils' behaviour introducing some techniques associated to **Neurolinguistics**³. Teachers play a pivotal role in this process, as they must consider emotional factors in conjunction with effective teaching techniques and strategies. This is particularly evident in challenging educational environments, where the lack of emotional intelligence is more pronounced. This research draws on personal teaching experiences in challenging educational settings to explore successful approaches to meeting the unique challenges of such contexts.

The **Northern Ireland Primary Curriculum** (2007), as outlined in "Thinking Skills and Personal Capabilities" (p. 8), identifies specific skills and personal capabilities that teachers are tasked with fostering in students. This work will concentrate on two specific skills: Self-management and Working with others.

Additionally, the curriculum emphasises "Personal Development and Mutual Understanding" (PDMU) as a primary area of learning, focusing on the social and

¹ The Emotional Education approach proposes a new pedagogical paradigm, in which the individual is encouraged to develop intra-and interpersonal skills, enabling them to deal creatively with their conflicts and those encountered in the environment, and increasing their self-confidence and emotional balance. (*Frontiers In Education*, 2023)

² Emotional Intelligence (EI) is the ability to manage both your own emotions and understand the emotions of people around you. (*What Is Emotional Intelligence And How Does It Apply To The Workplace?* s. f.)

³ Neurolinguistics, a fascinating field at the intersection of neuroscience and linguistics, has transformed the way we understand language learning and how the brain works. (*Neurolinguistics: Definition, Examples & Scope / StudySmarter*, s. f.)

emotional development of children. The document suggests that teachers should facilitate the development of children's knowledge, understanding, and skills in these areas (p. 40).

“Pupils should be enabled to explore:

- Themselves and their personal attributes
- Their own and others' feelings and emotions
- Their dispositions and attitudes to learning
- The importance of keeping healthy and how to keep safe in familiar and unfamiliar environments.
- Their relationships with family and friends
- Their responsibilities for self and others
- How to respond appropriately in conflict situations
- Similarities and differences between groups of people
- Learning to live as a member of a community”

Regarding the initial stages of the Framework for Teaching (Stages 1 and 2), a variety of resources are available to assist teachers in the design of lessons and the generation of ideas for the fostering of children's social and emotional development skills and capacities.

The **Spanish Official State Bulletin** (2022) incorporates the concept of emotional education, or the work of managing emotions, in a cross-curricular manner, rather than as a standalone area within the primary curriculum of Northern Ireland. It can be observed that within the official document, the areas of natural sciences, Spanish language, art education, and especially in the area of civic and social values, are all presented as assessable standards of learning that are crosscurricular in nature. These standards do not include any type of resource that the teacher can use or work with.

During the formative years, pupils begin to regulate their emotions, which is a crucial aspect of their development. Teachers play a pivotal role in this process, and it is imperative that they consider and incorporate emotional elements into their teaching and personal regulation.

Given that a significant proportion of a child's day is spent at school, interacting with teachers and other authority figures, it is evident that these educators exert a considerable

influence on a child's development. It is of paramount importance to establish affectionate relationships between students and teachers to foster a **positive learning environment**. It is of the utmost importance that teachers do not embody authoritarian figures, but rather cultivate a supportive and nurturing role.

2. OBJETIVES

The overarching objective of this document is to illustrate the need of a comprehensive theoretical and practical foundation in the field of emotional education, as well as the importance of effective self-regulation in students and teachers. This main purpose is conducted with the design of a qualitative research.

Moreover, I do consider it relevant that, through this Final Degree Project, we offer some ideas on how to introduce Visible Thinking in our work to reflect upon values and emotions in order to achieve a integral development.

However, to accomplish this main objective, it is crucial to establish a series of specific objectives, which are the following:

1. To gain an understanding of the differences between the Northern Ireland primary curriculum and the Spanish primary curriculum.
2. To identify the principal elements that could be adopted from exemplary practices already implemented in other educational institutions with a view to supporting children who have experienced trauma.
3. To analyse the predominant techniques, strategies and resources from exemplary practice implemented in other educational institutions with a view to supporting emotionally distressed students.
4. To encourage coexistence in the classroom and beyond, to address disciplinary issues and to contribute to the peaceful resolution of conflicts.
5. To stimulate students to demonstrate effort, perseverance and personal discipline.

3. JUSTIFICATION

The objective of this Final Degree Project (TFG) is to address the significant gap in the current academic literature concerning emotional education and regulation in challenging academic contexts. Though emotional intelligence is an essential issue in Education, it has not been sufficiently explored or understood yet.

This study is particularly relevant given the current trend and developments in mental health problems in young children nowadays. Considering the rapid evolution of individual needs, as well as the increased number of pupils suffering some it is crucial to examine each student to ensure that their emotional intelligence can adapt and thrive.

This research will not only highlight the current state of students with special needs or attachment difficulties but also propose potential strategies and solutions to address the challenges identified.

Furthermore, this TFG will employ a robust methodological framework to ensure the reliability and validity of the findings. By employing a systematic analysis of a series of personal anecdotes and a questionnaire, the results will be both credible and applicable to real-world scenarios. This methodological rigour will enhance the overall quality of the research.

In conclusion, this Final Degree Project is justified by the pressing need to explore and understand students' individual needs regarding emotional issues and attachments that have led to learning difficulties.

It is relevant to the current and future landscape of the educational context and the potential contributions it can make to both academia and practice. I am confident that this reach will provide significant value and pave the way for future studies in this area.

4. THEORETICAL FRAMEWORK

4.1. WHAT IS THE ATTACHMENT THEORY?

Building relationships with students who present with some form of difficulty can be a significant undertaking. It is of paramount importance to emphasise the significance of relationships, as many experts have stressed.

As stated in one of the books by Golding, Fain, Frost et al. (2013), the **Attachment theory** was initially proposed by John Bowlby (see Bowlby 1973, 1980, 1982, 1998) and subsequently expanded by Mary Main (1986) and Mary Ainsworth (1978) through their respective works. This theory describes the impact of a child's early experiences on their approach to later relationships and the subsequent effects on their social, emotional and cognitive development.

4.1.1 Types of attachment: Secure attachment

Nicola Marshall (2014) provides an overview of the various attachment styles, including **secure attachment**, avoidant attachment, ambivalent attachment, and disorganised attachment.

The focus of this study is on secure attachment in the educational context. According to Heather Geddes (2006), secure attachment outcomes enable individuals to tolerate frustration and uncertainty, to perceive themselves as worthy of affection and respect, and to develop a sense of personal agency and capacity to relate to others with sensitivity and respect.

It is of paramount importance to foster a secure attachment with our students. In order to achieve this, it is essential to consider the impact of teachers' perceptions and responses to their pupils' emotional and behavioural difficulties. These can have a profound effect on both the personal and professional lives of teachers, becoming a significant challenge.

Pratt (1978) identified problematic behaviour at the top of the "Teacher-Event Stress Inventory", which comprises ten factors that teachers recognise in the classroom.

Atkinson (1989) posited that **disruptive behaviour**⁴ has a profoundly detrimental impact on teachers, leading to significant stress, anxiety, and absenteeism among mature, competent, and professional individuals. He subsequently recommends that teachers analyse their own behaviour when encountering disruptive conduct, and that they be aware of their own vulnerabilities and preoccupations.

The teachers' comprehension of the nature of early experience will facilitate a more profound comprehension of the significance of children's conduct within the educational setting and will suggest the most efficacious response to any intervention.

Nevertheless, establishing a healthy and secure relationship with our pupils can often prove to be a significant challenge. Golding, Fain, Frost, et al. (2013) propose that children's attachment and emotional difficulties are frequently manifested in their **behaviour**. It is therefore crucial to comprehend behaviour in terms of underlying emotion when observing our pupils.

4.2. BUILDING SECURE RELATIONSHIPS

It can be more likely that students will feel secure in an environment where the adult sets the emotional tone, thereby providing opportunities for them to regulate their own arousal levels. Furthermore, the importance of fostering relationships to instil a sense of security is emphasised.

It is of the utmost importance that a key figure in the educational context, namely the teacher, develops a profound understanding of the child. This understanding serves as the foundation upon which subsequent engagement with the child can be built.

This process of engagement must be conducted in a manner that fosters a sense of security and trust, thereby enabling the child to respond in a manner that is conducive to the development of a healthy and trusting relationship. The teacher must be sufficiently

⁴ Disruptive behavior disorders (DBD) refer to a group of conditions that typically share difficulties in modulating aggressive conducts, self-control, and impulses, with resulting behaviors that constitute a threat to others' safety and to social norms. (National Institution of Health, 2022)

acquainted with the child to be able to discern not only the direct requests for assistance but also the indirect requests for help that the child might make.

It is therefore of the utmost importance that the teacher establishes a healthy relationship with the child, ensuring that the child feels safe and secure with them. In some cases, children may have experienced insecure attachments in their early years, which can make it challenging for them to form new relationships with adults.

It is evident that children use/apply their earlier attachment experiences to construct a template or internal working model of how relationships work. This model guides the child in their perception of themselves and the expectations they hold for others. This model has significant implications for the child's relationship with their schoolwork, peers and school staff. Additionally, a child's attachment style can be indicative of their emotional availability for learning.

4.3. CHILDREN WITH TRAUMA

As previously discussed, some children may have experienced early attachment difficulties, which can have a profound impact on their emotional and cognitive development. This will impair their ability to learn.

Children who have experienced **trauma** may encounter difficulties in social, emotional and academic development. These challenges can affect their ability to access learning, as well as their relationships with teaching staff. It is possible that you may notice yourself behaving or feeling differently towards these children.

It is important to note that the development of healthy and secure relationships with teachers may take some time. During this period, it is crucial for children to feel safe and secure in their learning environment. A safe environment in a classroom can be established through the implementation of daily **routines** and the provision of designated areas where students can seek refuge should they feel overwhelmed at any point.

It is the responsibility of the adults in the classroom to determine the level of safety that is perceived by the children. Children feel safe when adults are predictable and pleasant to be around, provided that the timetable is consistent.

4.4. INTERVENTIONS

It is not uncommon for challenging situations to arise in educational settings. Children who are emotionally unstable or overly stimulated may exhibit disruptive behaviours or even become aggressive.

Geddes (2006) posits that confrontation with students is likely to exacerbate the situation. It is beneficial to recall at such a time that eruptions of aggressive behaviour are often triggered by fear, even more, when seemingly most aggressive, children are bound to be the most afraid. Engaging in confrontation can exacerbate the fear and escalate the incident. Therefore, stepping back is a preliminary step.

It is important to recognise that fear often motivates aggressive behaviour. This understanding can facilitate the transformation of the reactive process in the child. At certain times, it is more beneficial to implement the safety routine for younger children. This may involve removing them to a secure, quiet, and unstimulating environment, such as a quiet corner or the room of a senior teacher.

Golding, Fain, Frost et al. (2013) add that children thrive on structure and boundaries; however, this is not sufficient to help them learn to follow rules and to understand what acceptable and unacceptable behaviour is.

This learning is a consequence of an **empathic** and attuned relationship. As children learn to trust in their connection when their behaviour meets with disapproval, they can regulate their emotions and behaviours. If the adult confronts and helps the child regulate these feelings of shame, the child will learn what is socially acceptable. Empathy thus represents an essential precursor to discipline. It is important to be clear, calm, and consistent when implementing discipline.

Explicit rules, accompanied by predictable and logical consequences for unacceptable behaviour, can be employed to establish behavioural expectations. It is of the utmost importance to provide this in a calm, non-confrontational manner.

4.4.1. "Shield of shame"

As Golding and Hughes (2012) suggest, if the teacher responds to the behaviours displayed by the child without understanding the underlying feelings of shame, this will only serve to reinforce the child's defensive stance. The relationship becomes increasingly disassociated, perpetuating the shame and rage that the child experiences and maintaining the shield in a state of rigidity.

Figure 1

Shield of shame



Note: image by Golding, K. S. (2008)

Miriam Silver (2013) adds that the "**Shield of shame**" is a significant indicator that the child is holding core beliefs around being bad. Shame is a belief that the individual is inherently flawed and therefore deserving of negative treatment. If a child is overwhelmed by shame, it becomes the reason for their actions. For instance, if a child is asked why they hurt their friend, they may respond, "Because I'm a bad kid." This results in a lack of motivation to change.

According to the work of Louise Michelle Bomber and Daniel A. Hughes (2013), it is crucial to maintain an active and attentive presence with the pupil. This entails noticing and acknowledging the nuances of their experience within the present moment, while simultaneously disengaging from distracting or invasive thoughts.

This will entail the observation of various cues, or the absence thereof, such as eye contact, facial expression, body movement, sparkle, tone of voice, gestures, pace of voice and shortness of breath.

4.4.2. P.A.C.E

PACE, an approach developed by American psychologist Dr Dan Hughes, is an evidence-based intervention that has been shown to be effective in the treatment of traumatised children (Riviere and Evered, 2019). The acronym PACE stands for Playfulness, Acceptance, Curiosity and Empathy. The principles underlying this approach aim to promote safety and connection within interactions with young children.

- Playfulness can be defined as the enjoyment of being together in an unconditional manner. When a playful attitude is adopted towards a troubled child, it can help to reduce anxiety and fear of stern and harsh responses (Nicola Marcshall, 2014).
- Acceptance: it is therefore imperative to identify strategies that facilitate their sense of acceptance and inclusion, regardless of their behavioural manifestations (Nicola Marcshall, 2014).
- Curiosity: Asking questions is the most effective method of maintaining a state of curiosity and demonstrating to the child that they are of interest to you. (Nicola Marcshall, 2014).
- Empathy is a crucial aspect of understanding a child's perspective. It enables one to perceive the world from the child's point of view, which can significantly influence the child's emotional state. (Nicola Marcshall, 2014).

It is important to recognise that children require a sense of emotional connection before they can engage in more thoughtful and articulate problem-solving (Riviere and Evered, 2019).

Once a child has established a connection with their emotional state, they may cease to display it. Children express their emotions through their behaviour, which may be perceived as unhelpful by both them and others.

As Miriam Silver (2013) adds, the combination of empathy with consequences can assist children in comprehending the origins of their behaviour, the reasons behind it, the acceptability of the behaviour in question, and how they can modify their conduct.

A sense of safety and a clear understanding of one's role within the group are essential for the development of a positive self-concept. When individuals lack a sense of belonging, they often experience feelings of exclusion from the group.

5. METHODOLOGY

5.1. ANALYSIS OF ANECDOTES

The following anecdotes are based on first-hand accounts of experiences observed during the Practicum. In each case, the situation will be described in detail, along with the way in which the teacher in charge managed it.

The strategies, techniques, and resources employed will be outlined, along with their relationship to the Northern Ireland Primary Curriculum skills previously mentioned. These will be classified in accordance with the aforementioned skills and abilities.

Figure 2

Connection between anecdotes and the skills established by the Northern Ireland curriculum.

The Northern Ireland Primary Curriculum (2007)		
1.6. "Whole curriculum skills and capabilities" (p. 5)		
1.6.4. "Thinking skills and personal capabilities" (p. 8)		
	Anecdote n°	Skills worked
Self-management	Anecdote 1.0	<ul style="list-style-type: none"> • <i>Managing behaviour in a range of situations.</i> • <i>Comparing own approach with others and in different contexts.</i> • <i>Seeking advice when necessary.</i>
	Anecdote 2.0	<ul style="list-style-type: none"> • <i>Managing behaviour in a range of situations.</i> • <i>Comparing own approach with others and in different contexts.</i>
	Anecdote 3.0	<ul style="list-style-type: none"> • <i>Managing behaviour in a range of situations.</i> • <i>Being aware of personal strengths, limitations and interests.</i> • <i>Seeking advice when necessary.</i> • <i>Learning ways to manage own time.</i>
	Anecdote 4.0	<ul style="list-style-type: none"> • <i>Organising and planning how to go about a task.</i>

	<p>Anecdote 5.0</p>	<ul style="list-style-type: none"> • <i>Being aware of personal strengths, limitations and interests.</i> • <i>Managing behaviour in a range of situations.</i> • <i>Comparing own approach with others and in different contexts.</i>
	<p>Anecdote 6.0</p>	<ul style="list-style-type: none"> • <i>Managing behaviour in a range of situations.</i> • <i>Seeking advice when necessary.</i>
	<p>Anecdote 7.0</p>	<ul style="list-style-type: none"> • <i>Being aware of personal strengths, limitations and interests.</i> • <i>Setting personal targets and reviewing them.</i> • <i>Managing behaviour in a range of situations.</i> • <i>Seeking advice when necessary.</i>
<p><i>Working with others</i></p>	<p>Anecdote 1.0</p>	<ul style="list-style-type: none"> • <i>Understanding how actions and words affect others.</i> • <i>Adapting behaviour and language to suit different people and situations.</i>
	<p>Anecdote 2.0</p>	<ul style="list-style-type: none"> • <i>Developing routines of turn taking, sharing and co-operating.</i> • <i>Understanding how actions and words affect others.</i> • <i>Adapting behaviour and language to suit different people and situations</i>
	<p>Anecdote 4.0</p>	<ul style="list-style-type: none"> • <i>Developing routines of turn taking, sharing and co-operating.</i>
	<p>Anecdote 5.0</p>	<ul style="list-style-type: none"> • <i>Understanding how actions and words affect others.</i> • <i>Adapting behaviour and language to suit different people and situations.</i> • <i>Suggesting ways of improving their approach to working collaboratively.</i>
	<p>Anecdote 6.0</p>	<ul style="list-style-type: none"> • <i>Listening actively and sharing opinions.</i> • <i>Understanding how actions and words affect others.</i> • <i>Adapting behaviour and language to suit different people and situations.</i>

		<ul style="list-style-type: none"> • <i>Being fair.</i> • <i>Respecting the views and opinions of others, reaching agreements using negotiation and compromise;</i>
	Anecdote 7.0	<ul style="list-style-type: none"> • Developing routines of turn taking, sharing and co-operating. • Understanding how actions and words affect others

5.1.1. Anecdote 1.0

Contextualisation: *A pupil in Year 4 (aged 7-8 years) who was in the care of social services experienced five different foster homes during the two-week Easter holiday period. The absence of a stable figure in his life resulted in the child returning to school with disruptive behaviour.*

The pupil exhibited disruptive behaviour, running around the school and refusing to listen to teachers. He became physically aggressive, throwing objects, hitting, biting, spitting and hurling insults. The teacher proceeded to follow him in a calm and reassuring manner, repeatedly uttering phrases such as "you're not safe," "we're not safe," "we have to keep you safe," and "you're doing things that aren't safe."

The teacher used the child's name and maintained composure until the child became calm, offering physical contact for comfort when necessary to prevent harm to himself or others. Subsequently, she proposed that he be taken to a calming room, where both could engage in a discussion to identify the source of his distress and explore potential solutions.

Technique used during the intervention:

- **Language:** The speaker employs precise and concise sentences, emphasising the word "safe," to ensure that the child in question can understand the information being conveyed. By using short and direct sentences that include words such as "safety," the speaker can effectively convey the message to the child, who is then able to process

the information more effectively. It would be better to avoid lengthy and detailed explanations that are unlikely to have any impact on the child.

- Non-verbal communication:

The field of **proxemics**⁵, in this case, where neither the child nor the others were safe, the distance needed to be very short, with the adult maintaining proximity to the child to prevent any danger.

In the field of **paralinguistics**⁶, the teacher employed a soft tone of voice, as the use of a loud voice has the potential to create the effect of shouting and to make the child feel insecure, thereby increasing the likelihood of confrontation.

In the field of **haptics**⁷, the teacher was required to employ physical touch, such as hugs, in order to prevent the child from hurting himself or others. This was intended to provide comfort and reassurance.

The **facial expression** of an adult can convey a great deal of information to a child. It is unlikely that the language used will be effective in calming or controlling the child if the facial expression does not help to regulate the situation. It is advisable to adopt a neutral expression rather than one of anger, as this will facilitate the child's perception of safety and security.

The field of **chronemics**⁸ concerns the role of time in communication. It may be advisable to allow children some time to calm down before approaching them in

⁵ The study of interpersonal spatial behavior. Proxemics is concerned with territoriality, interpersonal distance, spatial arrangements, crowding, and other aspects of the physical environment that affect behavior. (*APA Dictionary Of Psychology*, s. f., 2018)

⁶ **Paralanguage** is a form of nonverbal communication that allows people to add layers of meaning to their spoken utterances through the manipulation of the manner of speech, or the way they say things. (Adams, 2023)

⁷ Communicating through non-verbal haptics involves handshake, pat, kiss, slap, hug, massage, hit, kick, embrace, tickle etc. Each touch communicates a unique message like fear, disgust, love, encouragement, gratitude, sympathy, anger, sex, pain, violence etc. (Admin & Admin, 2018)

⁸ Chronemics is the study of the relationship between time and communication, or as Dawna Ballard of the University of Texas at Austin describes it, as it is bound to human communication. (Halley, 2022)

certain situations. It is therefore advisable not to be overly hasty in approaching them. It is important to allow children the time to regulate their emotions and to understand the situation, while always being present to provide them with emotional support.

- Self-regulation⁹: In this situation, the teacher was able to maintain control of the situation due to her ability to regulate her emotions and maintain composure, thereby avoiding any confrontation or escalation. Her confidence and patience were likely a result of her recognition that a child's emotional regulation may require time. In the pursuit of expeditious solutions, it is possible that the child may experience emotional distress.
- Time: Allowing the child sufficient time to calm down. Helping him with a timer, can assist the child in self-regulating.
- Space: The provision of alternative means of calming down, such as the creation of a designated physical environment, such as a quiet room or corner, can assist in the regulation of emotions. Proposing alternatives where the child might feel more comfortable to talk or relax can also be beneficial in supporting their emotional well-being.

In conclusion, this anecdote serves to illustrate the significance of precise language and the teacher's capacity to remain composed and emotionally in control to prevent the situation from escalating and to maintain control of the situation.

It is essential for educators to be aware that children may require a period of time to recuperate during moments of overwhelming stress. This is related to their capacity for emotional self-regulation. It is therefore of the utmost importance that teachers are aware of this on an individual basis, as some children may have special needs and their reasoning processes may differ from others. This is particularly evident in children with autism, who are each unique in their own way.

⁹ **Self-regulation** involves both the initiation and maintenance of behavioural change in addition to inhibiting undesired behaviours or responding to situational demands. (*National Institute of Health*, 2011)

It is crucial for educators to be aware of the fact that each student may have experienced a challenging background, lacking a stable role model in their lives. This absence can result in difficulties in understanding the appropriate hierarchy of authority. In certain instances, a child may assume the role of the "bad kid" due to their reputation in the classroom, particularly if the teacher fails to intervene to alter this perception.

It is of the utmost importance for the teacher to convey to the child that they can make more positive choices and that they are not destined to be labelled as the "bad boy". This concept is in close alignment with the description of the "shield of shame" provided by Golding and Hughes (2008). To counteract this, teachers must intervene with the child individually, emphasising their positive qualities and reinforcing the idea that they are good children who can behave well.

Consequently, a secure attachment with their teacher can assist in the effective management of such situations. Assisting a child who is exhibiting disruptive behaviour can be challenging for an adult who lacks familiarity with the child or has not yet established a secure attachment with them.

5.1.2. Anecdote 2.0

Contextualisation: A Year 6 boy (10-11 years old) who frequently interrupts the teacher when she is explaining, enjoys talking. Instead of simply requesting him to be quiet or reprimanding him, the teacher addresses him by name in a calm and gentle tone and says: "That was completely unnecessary and inappropriate (name)".

Subsequently, the teacher approaches the student while the remainder of the class is engaged in their work and engages in a conversation with him in a non-confrontational manner. This is crucial to prevent the child from feeling insecure or confronted.

The rationale behind the teacher's intervention is elucidated, as is the detrimental impact of such disruptive behaviour on the quality of instruction. This helps the child to comprehend his behaviour and the reasons why it was inappropriate. The teacher then attempts to reassure the child that she does not believe he will repeat the behaviour in question. This is done through the use of a positive facial expression, which is designed

to ensure that the child does not feel attacked, threatened, or ashamed. This approach is intended to strengthen the teacher-pupil relationship.

Technique used during the intervention:

- Language: The teacher uses direct language, addressing the child's comments rather than asking them to be quiet or stop. Instead of ignoring the child or simply telling them to be quiet, she acknowledges what they have said and responds with words such as "unnecessary", emphasising that such comments are not needed in this situation, and "inappropriate", indicating that these comments are not acceptable in an educational context. Simply saying "don't say that" or "don't talk like that" is ineffective because it prohibits the behaviour without explaining why these comments are not acceptable in the classroom.
- Non-verbal communication:
The field of **proxemics** the teacher approaches the child while the rest are occupied doing something, after the teachers respond the child can feel hunger, ashamed or won't want to talk to the teacher. So, the teacher approaches him near his face an in the same level so the child can she her facial expressions when talking.

In the field of **paralinguistics**, she uses a soft, quiet tone of voice so that the rest of the class cannot hear her conversation while she is working. This gentle and slow tone is not meant to alarm the child or make them feel confronted or blamed for their earlier behaviour, but to invite them into the conversation in a non-confrontational way.

In the field of **haptics**, physical contact is recommended, in this case the teacher pats the child on the back before she leaves to encourage him after the conversation.

The **facial expression** the teacher uses is a non-confrontational, to convey interest and happiness, making the conversation less uncomfortable for the child. This approach helps to build a closer relationship, get the child's attention and encourage better behaviour.

In the area of **chronemics**, the teacher gives the child time to think about his comments and behaviour during class after the teachers have responded. Then she observes the right moment to approach him and talk to him without being seen by the rest of the class.

- Self-regulation: It is important that the teacher does not make a comment that is negative and hurtful to the child in order to make them feel ashamed; this will only escalate their behaviour and attitude towards the teacher, making their relationship less close and more distant. It can also become a problem for the child, creating the idea of a "shield of shame".
- Space: In this case, the intervention took place in the classroom, but there can be times when the child may be overwhelmed or confrontational towards the teacher, in which case it's better to go to another room or give him or her a chance to calm down to create a less confrontational communication.

This approach prompts the pupil to reflect on the appropriateness of their comments and encourages them to think more carefully about their words in the future.

It is of the utmost importance for teachers to remain patient and calm in the face of challenging situations. This approach has the potential to significantly influence the outcome of such encounters.

5.1.3. Anecdote 3.0

Contextualisation: A Year 6 boy (9-10 years old) with autism has difficulty with certain maths problems, often becoming frustrated and angry. If he doesn't know how to solve a problem or doesn't know the answer, he becomes frustrated and sometimes forgets how to ask for help, which leads to him hitting the table or breaking the paper, as well as shaking his head and making noises.

The teacher, recognising his distress, approaches him, addresses him by name and acknowledges his previous successes in the subject. She then suggests, "I can see that you've done really well with the previous ones; this one might be a bit tricky. Would you like a 5-minute break in the sensory corner?"

After confirming the plan with the pupil, the teacher asks him to set the manual timer for five minutes. She assures him that they will work on the new maths exercises together when the timer runs out.

This approach empowers the pupil to self-regulate using the timer and reassures him that it is acceptable not to understand everything immediately. The teacher uses a reassuring, soft voice and bends down to the student's level so that he can see her face as she speaks.

Technique used during the intervention:

- Language: She uses language to communicate with him, talking about his good work, which helps him to relax and become less angry. She then supports his self-regulation by suggesting a 5-minute break. This suggestion encourages him to recognise that he might need a short break before starting the next exercise, which makes him nervous because he doesn't know how to do it. She also reassures him by saying that they will work it out together, which gives him a sense of security and relaxation so that he doesn't feel like he must do it alone later.

- Non-verbal communication:

In the area of **proxemics**, the teacher approaches the child when she notices that he is losing control of himself and observes his stress over the mathematical problem. She stands close to him in front of his desk so that he can see her facial expression.

In the area of **paralinguistics**, she uses a soft, quiet tone of voice so that the rest of the class cannot hear her conversation. This soft and slow tone of voice is used to invite them into the conversation in a non-confrontational way. It helps the child to relax and listen to what the teacher is saying.

In the area of **haptics**, physical contact is recommended, in this case the teacher pats the child on the back before leaving to encourage him after the conversation.

However, there are some cases where children with autism do not like to be touched, so physical contact needs to be measured carefully.

The **facial expression** the teacher uses is a non-confrontational, to convey interest and happiness, making the conversation less uncomfortable for the child. This approach helps to build a closer relationship, get the child's attention and encourage better behaviour.

- Space: In this case, the teacher offers an alternative, a calming corner with sensory toys and cushions to lie on.

It is possible that some children may encounter greater difficulty than others in understanding and expressing their emotions in an appropriate manner. Such children may become frustrated without being able to identify the cause of their distress.

It is the responsibility of educators to observe and identify these children, as their inability to interpret their emotions can result in frustration, which in turn can lead to more problematic behaviour and self-control issues.

It is important to provide these children with calm explanations about why they might be feeling a certain way and to reassure them that it is acceptable to feel this way. Gradually, educators can assist students in learning to regulate their emotions through the use of tools such as a timer.

5.1.4. Anecdote 4.0

Contextualisation: In a Year 6 classroom where the pupils had different needs, the teacher established a daily routine from the beginning of the school year with the intention of fostering a sense of security and confidence.

The teacher's objective was to foster independence and confidence in the pupils, thereby reducing the necessity for repeated instructions. In the initial stages of the programme, consistency was of paramount importance to facilitate the pupils' seamless adaptation to the routine.

Her routine consists of these strategies:

1. Greeting students at the classroom door each day:

The practice of greeting students individually as they entered the classroom served to instil a sense of value and care in the students by the teacher. Furthermore, it enabled the teacher to observe each student's mood and attitude to the day, thus allowing them to identify any potential issues that might arise.

2. Provide each student with their own designated space and materials:

It is of the utmost importance to ensure that students are aware of their seating arrangements and have access to their own materials, such as pencil cups or cases, at the commencement of each lesson. This will minimise confusion and wastage of time.

3. Start the day with a structured task:

The assignment of a straightforward task, such as the transcription of spelling and date in their notebooks, as soon as students entered the classroom, served to establish a productive tone for the day and facilitated a smooth transition into the lesson.

4. Set clear expectations and agendas:

The dissemination of information regarding the day's activities and any forthcoming events or tasks in advance served to prevent students from feeling confused or caught off guard, while simultaneously promoting a sense of predictability and preparedness.

The implementation of daily routines has been demonstrated to reduce anxiety and uncertainty in students, particularly those with special needs such as autism or ADHD. Such routines assist in fostering a sense of security and organisation in the daily learning process. It is essential that the routines are tailored to the specific context and needs of the classroom, and that they can be adapted to accommodate those who require additional support.

The act of greeting children as they enter the classroom allows teachers to ascertain their emotional state and the way they are approaching the day. Some children experience difficulties in the initial hour of the morning for various reasons, arriving with negative emotions and thoughts.

The failure to acknowledge or address these feelings can lead children to perceive that their emotions are not acknowledged or important. Responses such as "It's okay" or "Don't worry, just sit down because we will start the class" can be perceived as dismissive or indifferent. This approach will not alter the emotional state of the child throughout the day. It is evident that these children are not yet prepared to engage in learning activities until their emotional states have been adequately understood and managed.

5.1.5. Anecdote 5.0

Contextualisation: In a Year 6 class, there is a physically larger autistic boy aged 9-10 who exhibited difficulty in understanding appropriate physical touch and frequently used excessive force when initiating physical contact. This resulted in discomfort among his classmates. To address this issue, the teacher would employ a strategy of gentle reassurance, using a phrase such as "We don't touch" in conjunction with the child's name, whenever the child approached or touched another individual.

This approach facilitated his comprehension of the parameters of physical contact and contributed to the creation of a more conducive atmosphere for all.

Technique used during the intervention:

- Language: The teacher employed a direct sentence and his name in order to elicit a prompt response from the student in question. Additionally, the teacher employed the pronoun "we" to underscore the fact that all members of the class, not just the individual in question, should refrain from touching others.
- Non-verbal communication:

In the field of **paralinguistics**, it can be observed that a gentle and imperative tone of voice does not cause the child to feel embarrassed or distressed. It is important to note that physical contact between classmates, such as hugs or pats on the back, can be perceived as a positive and well-intentioned act. Therefore, it is crucial to ensure that the child does not feel guilty or ashamed if they are engaged in such interactions. It is sufficient to employ a gentle and reassuring tone to convey the message in a manner that does not convey a sense of criticism or reprimand.

The **facial expression** of the teacher should be neutral and direct, with a clear gaze directed towards the child's eyes, to ensure that the instructions are received directly and effectively.

The field of **chronemics** concerns the role of time in communication. It may be advisable to allow children some time to calm down before approaching them in certain situations. It is therefore advisable not to be overly hasty in approaching them. It is important to allow children the time to regulate their emotions and to understand the situation, while always being present to provide them with emotional support.

- **Self-regulation:** It is of the utmost importance for teachers to regulate their emotions effectively. In this case, being nervous about whether the child might hurt the other classmates or make them feel uncomfortable will not help the communication. Therefore, maintaining composure and intervening in a calm and relaxed manner can facilitate effective communication and regulate children's emotions. Anxiety and nervousness can convey to children a sense of unease and insecurity.

The circumstances of a child's upbringing can have a profound effect on their response to physical contact. Those who have experienced various forms of physical abuse may experience distress when approached physically by adults or peers. Furthermore, some children may experience difficulty in regulating their strength, which may result in inadvertently hurting their classmates during play. In contrast, some children may experience significant discomfort when touched, yet be unable to communicate this effectively, leading to withdrawal and misunderstanding.

The ability to communicate one's boundaries, such as the refusal of unwanted touch or the expression of discomfort, fosters more effective communication and the development of positive relationships. It is crucial to recognise that each child has distinct boundaries regarding physical touch. Some may feel ashamed or find it challenging to communicate their feelings and discomfort to others.

5.1.6. Anecdote 6.0

Contextualisation: In a Year 6 classroom, a 9-10 year old girl was experiencing difficulties with playground football due to the lack of clarity surrounding the rules and the limited playing time available. Upon returning to the classroom, the teacher initiated a discussion with the class to address the issue and find a solution. While the majority of the students concurred with the proposed solution, the girl remained visibly distressed, manifesting her frustration through disruptive behaviours such as making noise and pushing furniture.

The teacher observed the girl's distress and decided to withhold immediate intervention. She noted that the girl was attempting to attract her attention through disruptive behaviour. The teacher made a public announcement to the entire class that she would be willing to listen to anyone who had any issues or was dissatisfied with the decisions made. However, she would not listen to anyone who demonstrated a lack of proper communication skills or who refused to cooperate. She allowed some time for the situation to diffuse naturally.

The teacher proceeded to approach the girl with empathy, expressing her willingness to listen and understand. The teacher addressed the girl in a soothing and encouraging manner, posing open-ended questions to facilitate her full expression of emotions and concerns.

Upon hearing the girl's rationale for her distress, the teacher demonstrated active listening, affirming her emotions and acknowledging the difficulties she was experiencing. The teacher demonstrated patience and understanding, emphasising the importance of expressing emotions in a safe and constructive manner. The teacher

reassured the girl that her feelings were valid, while also emphasising the negative impact of disruptive behaviour on herself and her classmates.

Through this meaningful conversation, the teacher guided the girl towards healthier ways of expressing herself and emphasised the power of using words to communicate emotions effectively.

This interaction not only addressed the immediate problem, but also highlighted the girl's need for ongoing support in emotional regulation and expression. It underlined the teacher's commitment to fostering a nurturing and inclusive classroom environment where the emotional wellbeing of every pupil is valued and supported.

5.1.7. Anecdote 7.0

Contextualisation: In a Year 6 class, a 9–10-year-old boy with autism shows a strong obsession with heavy rain and often becomes anxious and frightened during such weather conditions. He will often ask the teacher to close the curtains, seek refuge in the toilet or cover his face with his hands to avoid seeing the rain. He also retreats to the sensory corner and lies down to avoid seeing the rain.

To support him, the teacher has created a personalised flashcard with strategies for managing his anxiety during rainy weather. The card reminds him that he can talk to a trusted adult, take deep breaths, check the weather forecast or use a fidget toy to relieve his distress.

In addition, to further reduce his anxiety, the teacher occasionally shows him the weather forecast so that he can anticipate upcoming weather conditions, which promotes a sense of predictability and reassurance. It's important for the teacher to remain calm and composed when addressing his anxiety, ensuring a supportive and understanding approach in such circumstances.

In this case, the teacher was able to discern the child's emotions and his capacity to regulate them. This enabled her to provide him with resources such as personalised flashcards, which offered simple and direct instructions or suggestions on how to respond in situations where students with special needs might find them useful. This approach

enabled the child to become more independent and aware of how to self-regulate with the help of these resources.

5.2. STUDY DESIGN AND PARTICIPANTS

The study employs an observational and retrospective design, engaging approximately 60 participants, including both teachers and teaching students from a range of countries, such as Spain, Northern Ireland, France, and Norway.

To gather data, an anonymous questionnaire was disseminated among a broad spectrum of individuals, including colleagues, friends, and those actively involved or working in the field of education.

The questionnaire was designed to explore several key areas. It inquired about the participants' level of knowledge regarding emotional parameters, aiming to understand their awareness and comprehension of various emotional states and factors. Additionally, the questionnaire sought to capture the participants' mood after a typical school day, providing insights into their emotional well-being and the impact of their professional environment on their mood.

Another critical aspect of the questionnaire focused on the participants' training and preparedness to deal with challenging and unstable emotional situations involving children. This section aimed to assess the extent and effectiveness of their formation in managing such scenarios, highlighting any gaps or strengths in their training.

Overall, the study aims to paint a comprehensive picture of the emotional knowledge, well-being, and preparedness of educators from different cultural backgrounds, contributing valuable insights to the field of education.

5.2.1. Results

The number of teachers who responded to the questionnaire is greater than the number of students. This provides a more accurate representation of the views of actual teachers currently employed in the educational sector. **(View figure 1, Appendix I)**

The majority of participants are either aware of or have been informed about emotional education or emotional intelligence. This is a notable development, as the concepts in question have become more accurate as a result of the growing awareness of mental health issues among children. **(View figure 2, Appendix I)**

The proportion of respondents who are aware of or have encountered the concept of attachment theory is slightly lower than that observed in Figure 2. This suggests that there is a need for a more comprehensive explanation of attachment theory, given its significance and impact on teachers.

An understanding of attachment theory enables teachers to recognise that children's behaviour may be influenced by their early attachments. The identification of these early attachments can assist teachers in forming secure attachments with their students, thereby fostering healthy relationships that support the learning process. **(View figure 3, Appendix I)**

The findings revealed that 38.7% of the participants demonstrated a lack of knowledge regarding strategies or techniques to address disruptive behaviour in the classroom. This suggests a deficiency in professional training in this pivotal area, where children require assistance the most. A suboptimal intervention can have a profound effect on a child's development.

Furthermore, teachers require self-control and regulation in order to effectively respond to such situations, which occur with regularity. **(View figure 4, Appendix I)**

The responses of the participants indicate that the majority of respondents believe that children's emotional self-regulation is of vital importance for their learning process. **(View figure 5, Appendix I)**

The data indicates that approximately half of the participants reported feeling happy or enthusiastic at the end of the school day, while the other half reported feeling tired, disappointed, or frustrated. This highlights the prevalence of vocational teachers who experience burnout on a daily basis, which has a detrimental impact on their well-being and emotional stability. **(View figure 6, Appendix I)**

The data indicates that 25.5% of the participants have not received guidance on how to implement these routines. This considerable proportion of respondents indicates a deficiency in the training of professionals in the implementation of strategies and instructions for the development of routines in the classroom. It is of vital importance that children do not feel stressed or disoriented towards their learning.

Providing students with a sense of safety and predictability, as well as organisation, is crucial for their well-being. Such an approach can have a significant impact on students' emotional well-being on a daily basis. **(View figure 7, Appendix I)**

The responses of participants to a designated area where children can relax or de-stress when they require a temporary escape from the surrounding noise or the need to rest indicated a lack of suitable spaces for children to relax or have some time to themselves when they needed it. This was reflected in the 67.2% of respondents who answered in the "no" category. **(View figure 8, Appendix I)**

Children may require a space to relax or recover from distress due to a variety of reasons, including overstimulation, overwhelming emotions, disrupted behaviour, or the need for solitude. This is an essential aspect of emotional self-regulation for children.

A significant number of children are sent to the principal's office, to other classrooms, to the end of the classroom, or even to the corridors, in order to self-regulate themselves when they are exhibiting disruptive behaviours. Such a response does not facilitate children's emotional self-regulation or behaviour. It does not enable the child to identify alternative means of self-regulation within an environment that is conducive to their wellbeing and safety.

The majority of participants (71.7%) indicated that children would ask for emotional support when needed. However, 28.3% of participants stated that children would not ask for emotional support when they needed it. This could be due to various reasons,

including relationships between adults, a lack of confidence in expressing feelings towards them, or a lack of awareness of their own feelings in a certain way.

This can have a future impact on children who are unable to request or express emotional support when it is needed. Such an inability can have a negative effect on their well-being and future well-being. **(View figure 9, Appendix I)**

Of the total number of responses, 58.1% indicated that they do not have a secure place to go to when they needed to feel safe or to relax. Teachers' daily work can be subject to a high degree of stimulation at times. The responsibility of teachers for several minors with varying emotional regulation presents a challenge to their ability to engage with the learning process. **(View figure 10, Appendix I)**

This can result in teachers becoming overwhelmed, which is a concern given that as children, they also require a space for self-regulation and relaxation. Such circumstances could potentially impact the quality of teaching, providing teachers with greater energy and confidence.

The responses of the participants regarding the necessity for emotional self-regulation among teachers concluded with a resounding "yes" (100%), indicating that teachers' capacity to regulate their emotions is of paramount importance and necessity in the educational context, particularly in order to work with children. **(View figure 11, Appendix I)**

The responses of the participants regarding the potential intervention or responses to emotional approaches, which may vary from one student to another, were 100%. This indicates that the participants believed that the intervention of emotional approaches could differ from one student to another. **(View figure 12, Appendix I)**

As evidenced by the anecdotes, some children exhibit distinct behavioural characteristics. Consequently, the emotional approaches employed with them must be tailored to their individual needs and circumstances. This ensures the effectiveness of the intervention.

The responses of participants to the question of whether teachers should be taught how to regulate their emotions in the context of learning difficulties or challenging situations. The majority of respondents (98.4%) indicated that this is an area that requires further

attention. This suggests that there is still work to be done in instructing teachers on how to regulate their emotions effectively in situations where self-control is needed most. **(View figure 13, Appendix I)**

The percentage of participants who have experienced a challenging situation in a classroom and lacked the knowledge to respond effectively indicated that only 8.2% of participants had not encountered any challenging situations in the classroom, despite lacking the necessary response skills. In contrast, 49.2% of participants reported experiencing such situations on occasion, while 42.6% reported experiencing them frequently. **(View figure 14, Appendix I)**

These responses reflect the reality that many teachers are currently facing. The absence of training in several aspects of emotional education and regulation presents a significant challenge for teachers, who must be adequately prepared to prevent this percentage and for children to develop effective self-regulation of their emotions. The absence of control in a classroom can have a detrimental impact on the safety and learning of all involved, preventing the optimal learning environment from being established.

5.2.2. Design conclusions.

The general results of the questionnaire indicate that there is growing interest in integrating concepts such as emotional education and emotional intelligence into educational settings. This is in order to address children's emotional difficulties and needs that impact their learning processes.

However, the questionnaire also reveals that there is still some way to go in terms of implementing emotional education. In particular, there is a noticeable lack of focus on the understanding and regulation of emotions, insufficient dedicated spaces or rooms for emotional learning, and a deficiency in teachers' self-regulation skills. It would be beneficial to further develop these areas to enhance the quality of education and better support children's emotional and academic growth.

6. CONCLUSIONS

The primary objective of this study was to examine the integration of emotional education and emotional intelligence in educational settings, with a view to addressing children's emotional difficulties and needs that impact their learning processes. The findings indicate that while these concepts are being introduced in schools, there are significant gaps in their implementation. We evidenced a lack of focus on understanding and regulating emotions, inadequate spaces dedicated to emotional learning, and insufficient teacher self-regulation skills.

These results are significant as they highlight the necessity for a more comprehensive and systematic approach to emotional education in schools. The implementation of programmes that include teacher training in self-regulation and the creation of environments conducive to emotional learning can significantly enhance the quality of education and the well-being of students.

Nevertheless, the study has revealed that the implementation of appropriate interventions, which use language as a tool for effective communication, in conjunction with non-verbal techniques and a secure relationship with students, can have a deep impact on children's emotional management and self-regulation difficulties.

The comprehension of a range of emotional concepts and theories can facilitate more effective classroom management by teachers, which in turn can enhance the quality of education and teachers' well-being. This is achieved by enabling teachers to respond to challenging situations or contexts with confidence and understanding.

To conclude, to provide children with optimal quality of education, it is imperative to persist with the integration and advancement of emotional education, with particular focus on training for educators and the establishment of conducive environments for students' emotional maturation. This ongoing effort will result in improvements not only in academic outcomes but also the creation of an emotionally supportive and inclusive educational environment.

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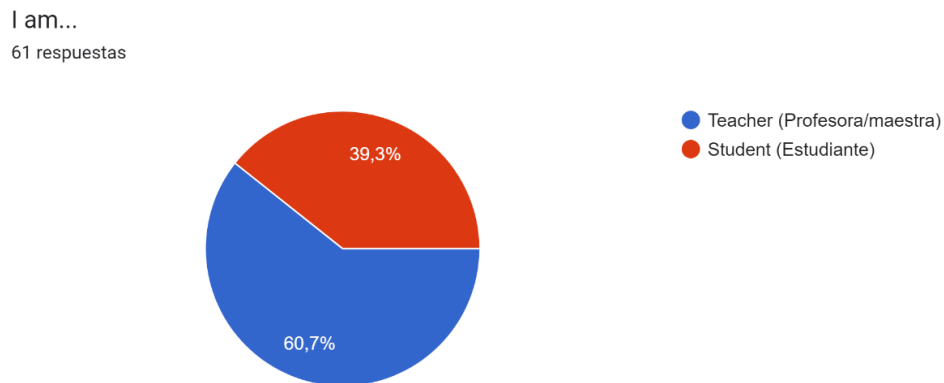
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8. APPENDIX

Appendix I. Questionnaire

Figure 1

Percentage of students and teachers who completed the questionnaire



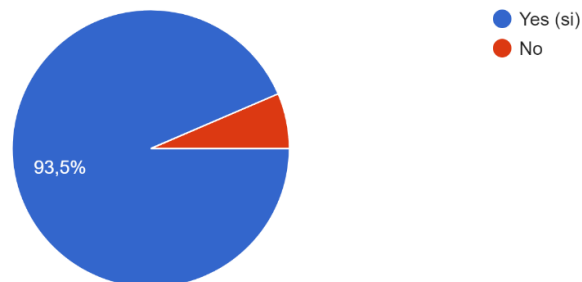
Note: Own work

Figure 2

Participants general knowledge of emotional intelligence

1. Have you ever heard or been taught about emotional education/ emotional intelligence? (1. ¿Has oído hablar alguna vez o te han enseñado algo sobre educación emocional/inteligencia emocional?)

62 respuestas



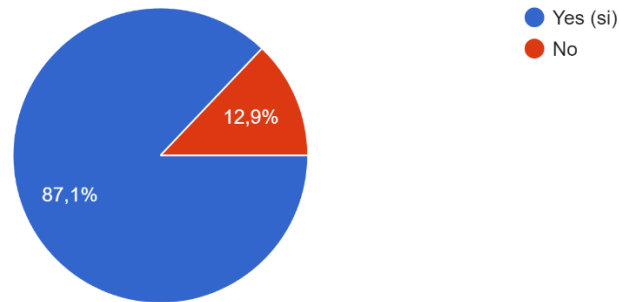
Note: Own work

Figure 3

Participants general knowledge of attachment theory

2. Have you ever heard or been taught about secure attachment theory? (¿Has oído hablar o te han enseñado alguna vez la teoría del apego seguro?)

62 respuestas



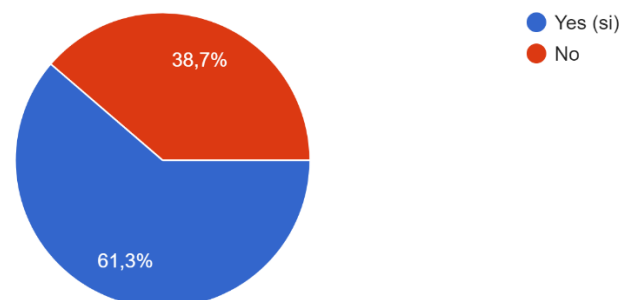
Note: Own work

Figure 4

Participants general knowledge of strategies and techniques for dealing with pupils with disruptive behaviour.

3. Have you ever been given or been taught about strategies and techniques for dealing with a pupil with disruptive behaviour? (¿Le han dado o enseñ...ratar a un alumno con comportamiento disruptivo?)

62 respuestas

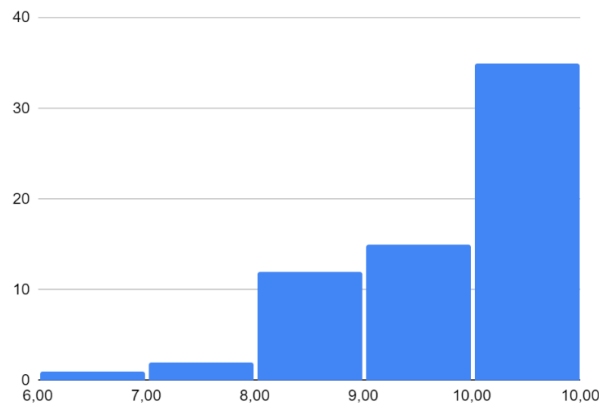


Note: Own work

Figure 5

General importance of emotional self-regulation in students

Histograma de 4. On a scale of 1-10, how important do you think emotional self-regulation is for students in their learning process? (En una escala del 1 al 10, ¿qué importancia cree que tiene la autorregulación emocional para los alumnos en su proceso de aprendizaje?)

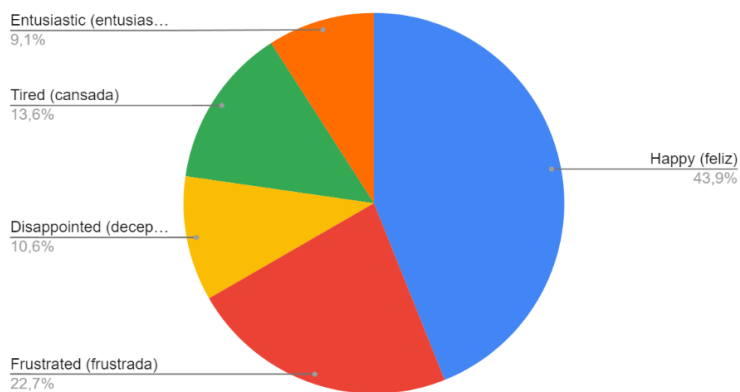


Note: Own work

Figure 6

Participants general mood at the end of a school day

Recuento de 5. How do you usually feel at the end of the school day? (¿Cómo te sientes normalmente al final de la jornada escolar?)

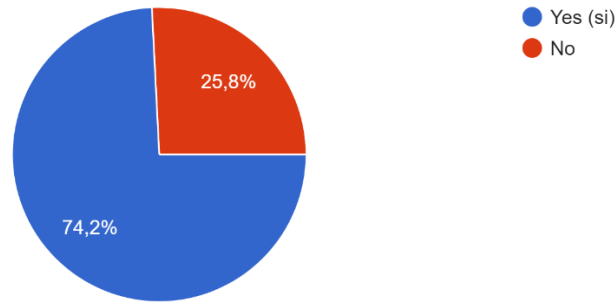


Note: Own work

Figure 7

Participants general knowledge of strategies for establishing routines in the classroom

6. Have you been given strategies and instructions on how to establish routines in the classroom? (¿Le han dado estrategias e instrucciones sobre cómo establecer rutinas en el aula?)
62 respuestas

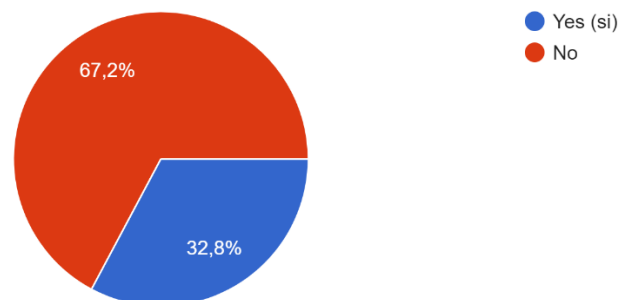


Note: Own work

Figure 8

Participants general knowledge on students' accessibility to a secure corner or place apart from their usual room.

7. Do you have a safe or secure place/corner where children can relax or have time to themselves? (¿Dispone de un lugar o rincón segur... puedan relajarse o tener tiempo para sí mismos?)
61 respuestas



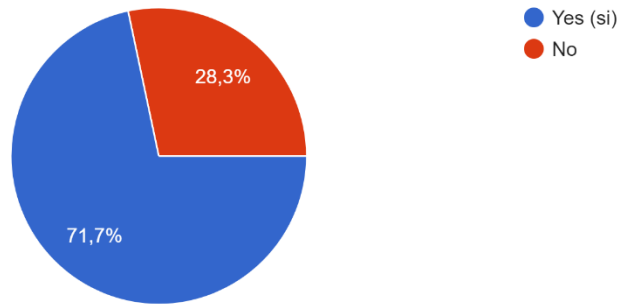
Note: Own work

Figure 9

Participants knowledge about children requesting emotional support when needed

8. Do children ask you for emotional support when they need it? (¿Le piden los niños apoyo emocional cuando lo necesitan?)

60 respuestas



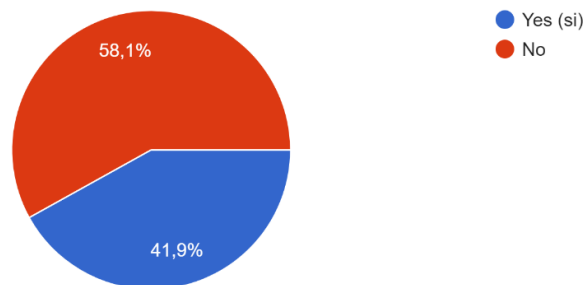
Note: Own work

Figure 10

General participants knowledge on their own accessibility to a secure place a part from their usual room.

9. As a teacher/student, do you have a safe and secure place to relax at school? (Como profesor/alumno, ¿tienes un lugar seguro para relajarte en la escuela?)

62 respuestas



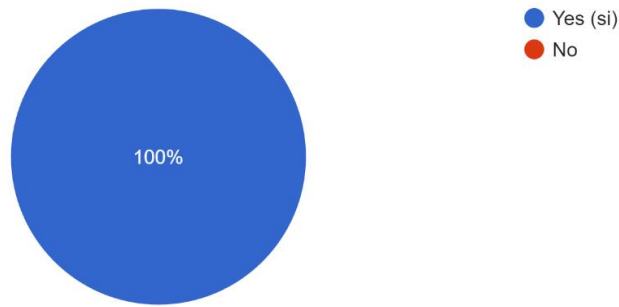
Note: Own work

Figure 11

Participants opinions regarding teachers need for emotional self-regulation

10. Do you think that some teachers need to learn how to self-regulate emotionally? (¿Crees que algunos profesores necesitan aprender a autorregularse emocionalmente?)

61 respuestas



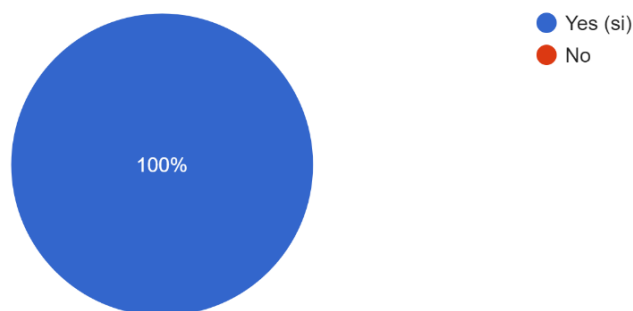
Note: Own work

Figure 12

Participants responses in the variety of emotional approaches towards each student

11. Do you think that emotional approaches can be different for each student? (¿Cree que los enfoques emocionales pueden ser diferentes para cada alumno?)

59 respuestas

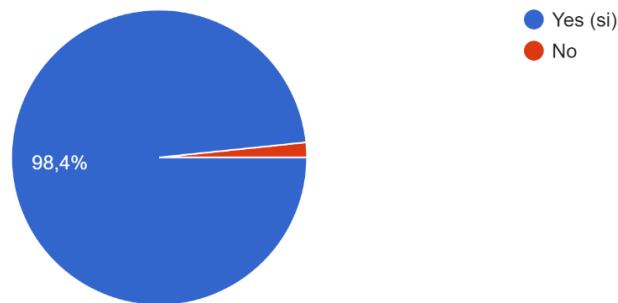


Note: Own work

Figure 13

Participants opinions regarding the instruction of teachers on emotional self-regulation in contexts of learning difficulties

12. As a teacher (future teacher), in order to know how to help your pupils, do you think that you should be taught how to self-regulate emotionally in... en contextos de aprendizaje difíciles en el aula?)
61 respuestas

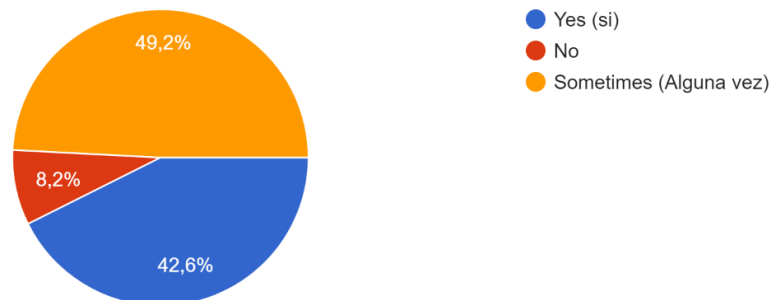


Note: Own work

Figure 14

Participants percentage experiencing challenging situations in a classroom without knowing how to respond

13. As a teacher (future teacher), have you ever been in a difficult classroom situation where you didn't know how to respond? (Como profesor (futu...l en clase en la que no supieras cómo responder?)
61 respuestas



Note: Own work