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PATH

Prevention of **A**ddiction **TH**rough emotional education

O1: Intellectual Output

State of the Art

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INTRODUCTION

The theoretical foundation of the State of Art would be elaborated from what was examined in the international bibliography.

There are many studies according to the incidence of emotional education in the prevention of addictions, although it is not clear the specific causality in the dimensions that can be the mediating factors: self-control, resilience, self-esteem, cognitive resources, impulsivity, etc.

Lack of studies in these childhood ages (3 to 6 years) and primary (6 to 10), still far from the years where addictions and especially drug and alcohol addictions (adolescence) may appear. Then it is necessary to identify which studies are concentrated in the age of the infant and elementary school

PATH can be a novelty and can help to consolidate the need to raise awareness among teachers and educators.

However, it is not the main and official objective of PATH to investigate the origins of the causal relationship of the operative dimensions of emotional education and prosociality as a direct cause of protection against addictions.

If our core population were about an advanced adolescent age, we could propose to monitor the preventive effects of emotional education and prosociality on addictions, by proposing qualitative guides for evaluation by teachers on their pupils. It would be possible because the dependent variable would be detectable and the teacher would have the teenager as a valid interlocutor to say their thoughts, attitudes, and experienced changes.

However, we must trust in the numerous studies that seek to affirm this preventive relationship in order to develop an integrated program of emotional and prosocial competencies that can demonstrate its real quantitative and qualitative impact on the expected increase in positive behaviors and that are also facilitators of the prevention of the addiction.

This can only be achieved indirectly through teachers and educators, if they arrive, after the self-training course, to apply a program with their students aimed at increasing sensitivity and some observable behaviors of CE (Emotional Competencies) and CP (Prosocial Competences and Behaviors)

This significant increase would be measured by comparing a Pre-test vs. Post-test within the duration of the PATH. And these tests that should be elaborated with precise items, to be answered by teachers on the progress of the class group or on each pupil.

For indirect beneficiaries (nursery), since it is not possible to establish a longitudinal evaluation of the students in relation to their dependent behaviors, for the moment, in the group of 3 to 5 years is expected, in the two years of the project, a Improvement of recognition and understanding of emotions.

The expected results on children from 6 to 10 years are:

1. recognition and understanding of one's own and others' emotions,
2. improvement of self-control

3. increase in pro-social behavior,

4. improvement of prosocial climate in the class

5. reduction of conflicting behavior,

6. increased knowledge of digital emotional indicators.

These results will be evaluated with standardized tests administered ex-ante, in itinere, ex-post in the field experimentation phase of the PATH model.

1. Review of the existing training materials on emotional education

1.1 Brief introduction: definition of emotional education

Defining what emotions are, is extremely difficult and complicated, since they are phenomena of multi-causal origin. These are associated with affective reactions of sudden onset, of great intensity, of transitory nature and accompanied by ostensible somatic changes, which are always presented as a response to an emergency situation or to signs of a surprising nature or of great intensity. They are linked to the biological needs and under the control of the subcortical formations, which causes the different forms to be presented and fulfill the functions of the different generated sources (Puente, 2007).

Education has traditionally focused on the development of the intellect, with a marked forgetting of the emotional development. However, in all times the need for integral education has always been raised, while all the dimensions of the individual must be developed. This implies that cognitive development must be complemented with emotional development. On the other hand, education is a process characterized by the interpersonal relationship, which is impregnated with emotional factors and this requires that special attention be paid to emotions because of the multiple influences they have on the educational process. However, as Tapia (1998) states, the emotional development of children is largely ignored by the school curriculum.

Bisquerra (2001) defines emotional education as: *An educational process, continuous and permanent, which aims to enhance emotional development as an essential complement to cognitive development, constituting both the essential elements of the development of the integral personality.*

Emotional education is an educational process that aims to develop emotional competencies. Emotional competencies are basic competences for life that complement cognitive development, on which education has focused in the 20th century, and are an essential part of the integral development of the personality (Bisquerra, 2009, 2016).

For this, the development of knowledge and skills about emotions is proposed in order to train the individual to better face the challenges that arise in everyday life. All of this is aimed at increasing personal and social well-being. From this definition it follows that emotional education must be a process intentional and systematic, however, at the present time because of the genius, the emotional education of citizens is left to chance, with more or less disastrous consequences.

Goleman (1997) proposes as a possible solution to forge a new vision about the role that schools should play in the integral education of the student, reconciling emotion and cognition in the classrooms. In this sense, education should include in its programs the teaching of essentially human skills such as self-knowledge, self-control, empathy and the art of listening, as well as resolving conflicts and collaboration with others.

The expression emotional education emerges in the context of the Catalan language in the mid-nineties and extends throughout Spain and Latin America from the first decade of the twentieth century.

1.2 Scientific studies on training in emotional education or emotional intelligence and cultural variables to apply the concept.

Experts dealing with emotional intelligence agree that it is very difficult to define emotional intelligence. There is controversy in the definition of the construct itself, depending on the theoretical perspective used. For example, we can find ability models and mixed models (García del Castillo-López, 2011; García del Castillo-López, García del Castillo & Marzo, 2012; Mayer, Salovey & Caruso, 2000)

They claim, however, that without this kind of intelligence our intellect is not able to use all of its possibilities. If the brain functions as expected, then emotional intelligence increases with intellectual abilities (Goleman, 1997, p. 8).

Putting the emphasis on emotional and social education is the key to developing skills and abilities important for the work market but also for the personal level of individuals (Executive summary, 2015). Brackett, M. A., Caruso, D. R., & Patti, J. (2008). Brackett, M. A., Caruso, D. R., & Stern, R. (2008)

Emotional intelligence is formed already in the prenatal period. After the birth of a child there are stormy periods, where different characteristics indicating the emotional development of an individual can be found. The parents have an irreplaceable role in emotional intelligence of their children (Líšková, 2014, 41-42). Líšková states that a three-week-old child shows the first emotional needs. Mother and child communicate and positive emotions contribute to the positive development of the child. By the end of the first year of a child, the foundation for higher human emotions is created. Self-awareness of a child manifests itself between the first and third year of life.

The manifestation of frequent negative emotions towards a child can harm his/her mental and physical health. The displays of empathy are observable in two-year-old children. The need to spend time with parents and to accept love in the early childhood is of utmost importance. Mother's return to work after her maternity leave can be perceive as a cultural variable. There is a relatively long parental leave in the Czech Republic, which may take up to four years. The usual time in the Czech Republic that a woman spends with a child on parental leave is three years. It leads to a question whether the length of the parental leave influences the emotional intelligence of children. Other EU states have a relatively short parental leave compared to the Czech Republic and therefore the parents have to provide substitute care at an early age of their child

When children start compulsory schooling, their self-motivation, self-confidence, and compassion are gradually being developed (Líšková, 2014, p. 47). Parents, who show compassion to their child, teach their child how to be compassionate. The positive development of a child also encourages the positive relationship between the child and the teacher. Elementary assessment begins to connect with rational reasoning at elementary school. School children gain better awareness of their feelings; they understand them and can express them more precisely. Children who are able to empathize with the feelings of others are very popular in the collective. School children are already able to judge whether their feelings are appropriate and try to regulate their feelings. The self-assessment of their emotions and of emotions of others reflects how they think others perceive them. Self-

evulationg emotions develop in this age as well. They are very important because they regulate children's' behavior and develop social competencies (Vágnerová, 2012, pp. 305-311). *In the self-assessment of pupils another cultural variable can be found. How do pupils see themselves in the collective? How do the others see them (in a given country)?*

According to Vagnerová (2016, p. 326) people who orientate themselves in their own emotions can use them well and are balanced and content. Such people are able to cope with stressful situations because they are able to use effective strategies. Jošt (2010, p. 196) gives an example of the influence of emotional intelligence on success in life. He believes that people with advanced emotional intelligence have better social adaptation, higher education, and qualified to work at higher positions. A small psychosocial adaptation is typical for people with less developed emotional. *To what level do they handle stressful situations? How successful are pupils in the management of stressful situations? Is there a difference in the degree of stress management in individual countries?*

Vagnerová (2016, p. 326) mentions that emotional intelligence has an impact on success and its implementation in the areas of social adaptability and flexibility of reactions. Emotional intelligence is responsible for work or study performance; the quality of social relationships reduces the probability of maladaptation.

Mynaříková (2015, pp. 76-77) conducted a research in the Czech Republic in 2012 and 2013, focusing on the correlation between emotional intelligence and lying. She determined the factors of emotional intelligence that affect lying under certain conditions. The number of lies spoken by respondents depended on their emotional features, especially self-control. The respondents, who had a lower score of emotional intelligence, lied more often and were willing to admit that. The respondents with a higher score of emotional intelligence often lied to their friends and relatives in pro-social situations. These respondents more often lied to children than to adults and, as a reason for their lying, they gave the pro-social behavior. *How does the degree of emotional intelligence affect lying?*

Czech education according to Líšková (2014, p. 58) is fully aware that it is no longer enough to teach rules of good behavior, but that important competencies include love and interest in others. Wedlichová (2011, p. 50) writes that the teaching of emotional skills should be relevant to the developmental stage of a child and suit the understanding of a child. An emotionally intelligent person is not born; a person becomes emotionally intelligent gradually. The school strengthens the principles of good behavior and directly exposes pupils to experiences that they would never obtain in a closed family circle. It teaches them to control their emotions and to solve the conflicting situations that arise among their classmates. A well-functioning class team spontaneously develops interest in its class members and pupils learn empathy and tolerance towards others. Everything happens in proportion to the age of the pupils and their abilities. It also affirms the real self-assessment of a pupil who has a firm place in the class.

Linhartová (2013, pp. 94-96) adds that the development of emotional intelligence affects both preschool and school age children. Emotional intelligence can be integrated into the school education programs of Czech elementary schools in the theme of Personal and Social Education.

Czech education focuses more on the knowledge side, but the emotional upbringing of pupils is a very important element of the pupils' education in their personality development. That is why currently there is a striving for change, as Kasper & Kasper (2014, pp. 141-143) points out, who believe that the curriculum documents show an effort to reform education and efforts to develop emotional and social competences of pupils. At present, the Czech educators'

discussions are about social competences at two levels. Key areas include the areas of curricular goals and the development of social intelligence and the area of socially sensitive management of educational processes. Emotional competencies also help to develop social competencies.

Líšková (2014, pp. 61-67) futher states that to achieve the goal it is right to use different pedagogical means to understand the pupil as a subject of education. These include emotional education with generally accepted values, positive relationships between teachers and pupils, including their open communication, empathy, respecting the needs of other pupils, promoting positive values, and leading the pupils to self-confidence and self-reflection. Self-assessment is an important factor for motivation and can provoke motivational tendencies. Motivation is related not only to cognitive aspects but also to emotional aspects.

For the complex education of pupils, various taxonomies have been created where psychological functions and processes are arranged in relationships and totals. They proceed from the lowest to the higher levels, which are more complex. One taxonomy was created by David R. Krathwohl. Krathwohl (1964 in Líšková, 2014, pp. 67-68) claims that the traditional school neglects the emotional, value and motivational education of pupils. Knowledge is not possible according to Krathwohl without values, motivation, and emotion.

Líšková (2014, p. 73) states that the successful school adaptation of a child is not only at a cognitive level, but it also depends on the stimulation of his/her emotional development. Stuchlíková and Prokešová (2005, p. 29) think that emotionally neutral style prevails in Czech schools, and pupils do not encounter any help in processing their emotions. This leads to a number of conflicting situations, as pupils are unable to orient themselves in the world of their own emotions. Children do not learn how to handle the negative experiences they experience at school.

Líšková (2014, pp. 73-75) argues that the development of emotional intelligence at Czech schools takes place with the help of educational programs. The programs Primary School, National School and General School are most often represented at primary school level. The school principal is responsible for choosing the program. The Primary School program conceives the content of education as a means of pupils´ development, especially in the areas of moral education, lifestyle education and environmental protection. The content of education is considered as a tool for the pupil's personality development, including his orientation in culture and society. The program creates basic competencies that are tied to the content of specific parts and disciplines. The program marginally solves the position of the pupil in the process of education and the attitudes of teachers and their mission. The program is aimed at fulfilling cognitive tasks. The program provides little room for the use of emotions in teaching.

The National School Program seeks to respect childhood as a fully-fledged period of human life. There are real conditions for the support of the emotional aspects of education process as well as the thoughtful interventions of teachers. One of the main goals is the positive emotional "tuning" of pupils and the development of their social competences. In particular, the teacher fulfills the role of a positive example who leads the pupils to find their place in the society. For the National School Program, positive motivation, assessment, and classification are the forefront of feedback. The student's assessment mainly uses verbal evaluation.

The General School Program aims to help the pupil to create his/her picture of the world and find basic relationships in it. Art, physical, drama and music education plays an important role in this program. Dramatic education provides an opportunity for emotional action in teaching.

The child tunes into the read and narrated stories and gets a lot of experience. Discrimination and underestimation are excluded and this helps to create a positive climate that will respect the child as a personality. The emphasis is on personal and emotional experience. The main task is to protect and care for children.

Czech education is primarily focused on pupil´s performance. An emotionally intelligent individual matures gradually. Therefore, Czech education should focus more on the issue of emotional intelligence and incorporate emotional intelligence into its educational system.

The family as well as school should aim at the upbringing of an individual who will develop harmoniously in the area of emotions and will be equipped with such personality competences that will protect him/her from risky behaviors and socially pathological phenomena as well.

Then, the school is the most important extra-family social institution (Bronfenbrenner 1979). Within the scholastic context, students face challenging cognitive tasks, test their skills, confront new knowledge and new modes of relationship, acquire the elements of their cultural context (Coleman, Hendry, 1992, Palmonari, 2001).

As we will see, the scientific studies that have analysed the construct of emotional intelligence show that when children and adolescents face emotional difficulties or fail to rework what happens in their lives at a social and emotional level, then they become unable to fully exploit all of the learning opportunities offered to them within the classroom.

The scientific literature (Goleman 1997, Gottman & DeClaire 1998, Mariani & Schiralli, 2011, 2013,2014) is in fact in agreement that the increase in emotional skills represents the most effective protection factor to avoid most forms of discomfort and of pathological addiction (drug addiction, anorexia, bulimia, Internet addiction, alcoholism, etc) during adolescence

The educability of emotions would involve the modification of school programs and the recognition, in the educational field, of emotional literacy (Goleman 1997).

Greespan invites educators to design affective-emotional education interventions to which they attribute an importance equal to cognitive education, because "due of this dichotomy our culture has invested, from an intellectual and institutional point of view, in the idea that reason and emotion are separate and irreconcilable and that rationality must prevail "(Greespan, 1997).

In Italy, the Teacher Training Plan (2016-2019, MIUR) promotes, through guidelines, a type of training and professional updating based on the concept of "educating community" in line with the above-mentioned studies.

The basic program and refresher courses based on emotional intelligence are intended to make known and disseminate a model of intervention for the prevention of youthful discomfort and the promotion of wellbeing in the new generation, based on the principles of Emotional Intelligence and on the techniques of emotional education.

To recognize the meaning of emotional life in the formative processes it is necessary to restore dignity to the feelings, to recognize them, to think them and to act them since the emotional life is the "heart of formation" (De Monticelli, 2003). For this reason, training on intelligence plays a primary role in conceiving and practicing the training courses.

The absence of a reflection on the formative experience of emotional life is partly responsible for today's cultural context characterized by sentimental illiteracy, by the widespread search for strong emotions and thrills of adrenaline (as evidenced by the increase in the diffusion of euphoric substances, of the reckless speed, of gambling) (Lacroix, 2002).

The Didactics of Emotions (Mariani & Schiralli, 2011, 2013,2014) used in the Italian scholastic context consists of a flexible and very practical model of intervention, suitable for all schools and for each age group, from 4 to 16 years.

The Didactics of emotions is an effective, versatile and compatible format:

• it is effective as it is experimentally tested on a wide sample of subjects through a rigorous scientific methodology, obtaining substantial results about the increase of the protection factors and the reduction of the discomfort;

• it is versatile as it can be applied in every school with students from 4 to 16 years old, to deal with various problems, especially those concerning pathological addictions (substances, alcohol, technology, food and more) and all other forms of discomfort in general, including the phenomenon of bullying;

• it is compatible because, thanks to its characteristics and its properties, it can be applied in every school without interfering with the normal didactic activities, without constituting a surplus of work for the teachers and at minimal realization costs.

The Didactics of emotions has already been applied in many Italian schools, obtaining remarkable results to the point of reducing, in a statistically significant way, the consumption of drugs, bullying, aggressive behaviour and various forms of discomfort in those students who had participated in emotional education projects in their respective schools.

In the Italian context, the experimentation was carried out as part of a project-intervention funded by the Lazio Region with the National Fund for Drugs (DGR No. 632/05). Subsequently it was further validated in the area of the province of Grosseto and in the province of Naples, obtaining the same results. The experiments carried out in the province of Viterbo (2006) and in the province of Grosseto (2007) involved more than 2,000 students aged between 5 and 16, 120 teachers and around 700 parents. The researchers proceeded with the usual methodology of scientific research (experimental group, control group, pre-test and post-test), obtaining statistically significant results at the end of the two experiments.

In Spain, in the mid-nineties the term "emotional education" was introduced, at a time when there was no Internet and therefore, ignorance at the time of the recent article by Salovey and Mayer (1990). Subsequently, the publication of the book Emotional Intelligence by Daniel Goleman (1995) gave a boost to emotional education. However, since then three concepts have been maintained in the Spanish language: 1) Emotional intelligence as a hypothetical construct of psychology; 2) emotional education as a practice that is based on different theoretical frameworks and whose purpose is the development of emotional competencies; 3) emotional competencies understood as the results of learning in emotional education (Bisquerra and Pérez, 2007).

In the diffusion of emotional education, the GROP (Research Group in Psychopedagogical Orientation) of the University of Barcelona has played an important role, where the first publications appear between the end of the 20th century and the beginning of the 21st

(Bisquerra, 2000). Among the manifestations that have had an impact on practice are the following.

In 1998, an optional subject on Emotional Education was created at the University of Barcelona, from which the Graduate in Emotional Education, the first in the world, will be derived in 2002 for the information that we have available. Currently they are proliferating in Spain (Lleida, Malaga, UNED, Santander, Santiago, Zaragoza, etc.) and Latin America (Mexico, Peru, Chile, Argentina, etc.).

Within the framework of this postgraduate course, a Practicum has been carried out that has meant the design, application and evaluation of an emotional education program in real educational centers. At present, more than 800 programs have been carried out, which has been an important factor for the dissemination of emotional education in practice.

As a result of this, and taking another step, more than 15 doctoral theses on the subject have been presented. Specific training on emotional education has also been carried out throughout Spain and Latin America. All these are elements that have promoted the dissemination of emotional education.

In Spain and especially in the Autonomous Community of Catalonia, all curricula and official content of the primary, secondary or secondary school reflects, directly or indirectly, emotional education.

However, the concretions and the spaces destined to this in the teaching reality of everyday life are left to the discretion of the teachers so that they apply it integrally in the teaching, education and instruction of the disciplines or most pertinent subjects. This means that there is no plan, systematic follow-up and corresponding evaluation of the processes used for a specific emotional education.

This does not mean that many teachers have not acquired specific training on the importance of emotions and their possible management in school. On the contrary, today it could be said that the sensitivity about the importance of emotional intelligence in education is known and attributed by a great majority of the teaching staff.

And not only: many teachers have done training on it, especially in Catalonia, thanks to the academic or university courses of specialization, among which those designed and applied by the GROP (Grup de Recerca en Orientació Psicopedagògica) whose beginnings were pioneers in Spain stand out and possibly in Europe.

From the GROP they have published, among others, works of foundation of emotional education (Bisquerra, 1999; 2000; 2009; Bisquerra and Pérez-Escoda, 2007), practical materials for the development of emotional competences in early childhood education (López-Cassà, 2011, GROP, 2009), primary school (Renom, 2003), compulsory secondary school (Pascual and Cuadrado, 2001), post-compulsory secondary school (Güell and Muñoz, 1998; 2003), in families (Bisquerra, 2011), experiences practices (Agulló et al., 2010), design and evaluation of programs (Álvarez, 2001), music and emotion (Gustems and Calderon, 2005), relaxation (López-González, 2007), etc.

The evaluation of programs has been one of the research focuses, where various measurement strategies (questionnaires, tests) have been experimented, among which is the "360º evaluation" (Bisquerra et al., 2006).

In 2002, the Postgraduate in Emotional Education began, which became a master in 2008. In 2009, the Master in Emotional Intelligence in Organizations was created. Both titles are also taught in Lleida under the impulse of Gemma Filella, Ramona Ribes, Maria Jesus Agulló and Anna Soldevila.

In 2000, the First State Congress of Emotional Education was held in Barcelona. Likewise, in 2005 the 1st Conference on Emotional Education (JEE) was held at the University of Barcelona and thereafter they were held annually. For details see: http://www.jornadeseducacioemocional.com/

The Botín Foundation has developed an emotional and social education program to apply in educational centers, with the aim of promoting the healthy growth of children by promoting areas related to emotional intelligence. This program, called Responsible Education, is currently applied in 273 centers throughout Spain (Responsible Education, 2018). The program lasts three years in which areas related to emotional intelligence are worked for the correct development of children and adolescents. From a tripartite conception, variables are worked in three dimensions; one dimension of emotional development, another of cognitive development and a third of social development. The program can be applied from 3 to 16 years of age, and uses different subjects such as literature, music or visual arts as teaching resources. The latest published results (Palomera, Melero & Briones, 2018) with a total of 690 students and 45 teachers from public and private schools in both the rural and urban communities of Cantabria, show that after two and a half years of application of the program the differences between the control group and the experimental group are significant. From the families there is an improvement in the area of prosociality, generosity, empathy and collaboration. In the classroom, teachers report improvement in withdrawal, aggressiveness, mood and stress management. In children there is an improvement in their emotional intelligence, especially in the identification and understanding of emotions as well as creativity. In summary, the authors of the study specify two types of general impact of the program; promotional and preventive impact. In addition, they indicate that the early application of the program results in better results in children.

In Spain, the concern for emotional education in the classroom has been increasing in recent years. The particular initiatives of the centers that, either as a complementary or extracurricular activity or as training through the different associations of parents and students, are concerned with introducing the concept of emotional intelligence both in teachers and in students and their families.

Several Spanish researchers have been concerned with studying emotional aspects in the development of children and adolescents, coming to raise different preventive programs both to work in the classroom and to train teachers. A list of some of these programs can be found in Table 1.

Table 1. Programs based on emotional variables

Program	Authors	Population	Description	Estructure
VERA program.	Benito, S.C.	7-9 years	Program designed following the model of	7 sessions.

	(2017)		Emotional Intelligence Trait (Furnham & Petrides, 2001) to promote knowledge and promotion of socio-emotional skills of expression, regulation and emotional understanding.	
INTEMO+ program. Improve the emotional intelligence of adolescents.	Cabello, R., Castillo, R., Rueda, P., & Fernández-Berrocal, P. (2016)	Adolescents.	Program designed to improve the emotional intelligence of adolescents and that complements the one published previously in 2013.	12 + 2 sessions distributed in the four phases collected in the model of Mayer, Salovey & Caruso (2004).
PREDEMA program. Emotional education program for teenagers. From emotion to meaning.	Montoya, I., Postigo, S., & Gónzález, R. (2016)	--	The program focuses on the development of the four Emotional Intelligence skills of the model of Mayer, Salovey & Caruso (2004) in teachers.	7 sessions addressed to teachers.
Thinking emotions. Intervention program for children's education.	Giménez-Dasí, M., Fernández, M., & Daniel, M.F. (2016)	2-5 years.	Program aimed at improving knowledge, emotional regulation, social skills and empathy in early childhood.	Guide for teachers. Proposals adapted by age levels. Materials to work in the classroom and at home with parents.
INTEMO Program Guide to improve the emotional intelligence of adolescents.	Ruiz, D., Cabello, R., Palomera, R., Extremera, N., Salguero, J.M., & Fernández-Berrocal, P. (2013)	Adolescents.	Program designed to improve the emotional intelligence of adolescents and that complements the one published previously in 2013.	1 session of introduction + 12 sessions distributed in the four phases collected in the model of Mayer, Salovey & Caruso (2004). Guide to assess skills learned.
FORTIUS Program. Psychological strength and prevention of emotional difficulties.	Méndez, F.X., Llavona, L.M., Espada, J.P., & Orgilés, M. (2012)	8-11 years.	Program aimed at developing psychological strength to prevent emotional difficulties and solve personal problems.	12 sessions 3D; emotional strengths, behavioral strengths and cognitive strengths.

PIECE program. Emotional Intelligence Program for School Coexistence.	Vallés, A. (2006,2008)	6-16 años.	Development of cognitive, emotional, social and self-control skills.	8-9-10 units of work depending on the educational level. 6 dimensions; knowledge of one's own emotionality, expression and emotional experience, thought-emotion association, knowledge of the emotionality of others, intelligent management of emotionality and the family as a basis for emotional development.

1.3 List of related topics with emotional education or emotional intelligence in each country

When today we talk about Emotional Intelligence, in all the countries, we are immediately connected to words like: empathy, motivation, self-control, ability to adapt and manage their emotions. These are the words that most tend to be associated with Emotional Intelligence construct. Other close dimensions are the prosocial and charitable behavior

Emotional Intelligence contains awareness and self-mastery capacities, motivation, empathy and skills in the management of social relationships, for example the ability to solve social problems or conflicts. They are fundamental for everyone and any person can develop its.

Today, Emotional Intelligence is increasingly used in schools' educational programs; it is becoming a crucial role in determining academic success for all students. The students can be guided to academic success skills through exercises of competences, whose purpose is to build friendship, reduce aggression, antisocial and/or risk behaviours, and promote cooperation and socially acceptable behaviour, through the teaching of empathy: the ability to develop in students the most effective protection factors to face difficulties and discomforts, with particular reference to deviant behaviour and / or pathological additional behaviours.

In the Czech Republic, when studying the issue of emotional education and intelligence, we can come across a number of topics in primary education. Our teachers are familiar with the concept of emotional education; however, it was not a part of their professional training, so they lead their students partly intuitively and partly based on their self-study information. Some information about emotional education is incorporated into the school curriculum; some is involved in different project days and out-of-school activities. In their teaching, teachers

strive to develop empathy, the ability to identify and control our own emotions, and to adapt behavior by observing the emotions of others so that pupils improve their mutual communication.

It is extremely desirable for the pupils to be able to communicate their attitudes and feelings, and to communicate effectively, cooperate and manage problems within a group or class. The ability for self-motivation is also very important. We also try to lead pupils to prosocial behavior and compassion with others, as well as through recurrent collections aimed at supporting socially weak, seriously ill, long-distance adoption, animal shelters, etc. Many of these activities are organized by the pupils from the pupils´ parliament themselves under the supervision of their teachers.

In Italy, the connection between Emotional Intelligence and mindfulness has also been more and more frequent in recent years.

Neuroscientific studies have shown that mindfulness intervenes strengthening the cognitive control mechanisms of the prefrontal brain areas; so, it favours a decrease of activities in the areas dedicated to the emotions elaboration, such as the amygdala.

Corcoran, Farb, Anderson and Segal (2009) hypothesize that mindfulness training develops emotional regulation increasing attentional capacities and metacognitive awareness (that is, the ability to live thoughts and feelings from a decentralized perspective) which increase the ability to tolerate disturbing emotions and acceptance of internal states.

In Spain there are abundant studies on emotional education programs applied to students, however there are very few focused on the effects on teachers, (López Goñi and Goñi, 2012).

Taking into account the importance of the teacher's model in the emotional development of students, it is essential that teachers develop their emotional competencies and put them into practice. It is difficult for teachers to help the emotional development of students if they have not previously worked on their own emotional development (Cabello et al 2014, Pérez, J.C, 2008; Sutton and Wheatley, 2003).

It is important to remember that, although emotional intelligence has been given a lot of importance in recent years, and teachers are familiar with the concept, it is not yet part of the initial training. If there are assignatures such as Psychology where perhaps they are introduced to the concept, but the training is still scarce, unless some master or specialization is made in this regard.

Emotional education is based on research on emotional intelligence, the theory of multiple intelligences, positive psychology, neuroscience, psychopedagogical guidance for prevention and development, prosociality, resilience and other contributions of the human development environment.

The practice of emotional education includes various activities of introspection, relaxation, meditation, breathing, mindfulness, group dynamics, dramatization, emotional reading, role playing, games, body dynamics, etc.

Various members of the GROP, such as Bisquerra and Hernández (2017), López-Cassá, Pérez-Escoda and Alegre (2018), López-González, Amutio, Oriol and Bisquerra (2016), Ros, Filella, Ribes and Pérez-Escoda (2017) and many others that can be found at http://www.ub.edu/grop/publicacions/articles2/,

have investigated the effects of education. An important aspect has been the introduction of emotional education in tutoring (Bisquerra, 2012). Also, the use of emotional education in the prevention of bullying (Bisquerra, 2014).

1.4 Scientific studies on addiction prevention. Different kinds of addictions and cultural variables to apply the concept

Pathological addictions are still one of the global threats to the existence and proper development of human society; prevention is certainly one of the most effective tools to combat it, and it is therefore necessary to concentrate maximum efforts in this struggle both on state and on institutions: social organizations, mass media and educational institutions. Forming and implementing civil initiatives at all levels of participation, from state to personal, hoping that this will help to cope effectively with this problem. It is also important to promote this activity on a global scale.

In this sense, several literature studies show that a special role of educational institutions on this problem should be taken into consideration. An important part is to promote an interest centered on personality, expressed in the creative transformation of oneself and of the surrounding world. In this connection effective forms of education are needed, which are able to create the motivation necessary to negotiate all forms of addiction and drug addiction. Studies show that the corresponding motivation also promotes a civic position attestation by students and young people, who on the basis of the accumulated experience, participate in preventive and rehabilitative actions on the formation of positive values of the younger generations, assist in the prevention of dependency. and other forms of slavery (Pishchulin VI et al., 2014).

There are different types of preventive interventions to be examined.

A review of preventive interventions has identified positive effects in several programs including Life Skills Training, the Unplugged program and the Good Behavior Game (Foxcroft DR, Tsertsvadze A., 2011).

Furthermore, a Cochrane systematic review found that the effects of family-based prevention interventions are small but generally consistent and also persistent in the medium to long term (Foxcroft DR, Tsertsvadze A., 2011). Another review also identifies mentoring as an instrument in reducing the use of alcohol and drugs (Thomas RE, et al., 2011).

With regard to digital interventions, however, there is evidence of moderate quality that these interventions can be effective in reducing the consumption of substances. (Kaner EF et al., 2017).

Finally, a review that investigated the effectiveness of school prevention interventions highlighted that school programs based on a combination of social skills and social influence approaches produced, on average, small but consistent protective effects in the prevention of drug use. This shows that since the effects of school programs are small, they should be part of more comprehensive drug prevention strategies in order to achieve a greater impact (Faggiano F. et al., 2014).

Another important aspect to consider in talking about prevention concerns the new forms of addiction, especially that from the Internet, since such dependence among children is emerging as a serious social problem, school education should have the appropriate tools to

cope with it. Preventive education is very important for students both to recognize the risk of Internet addiction and to use the Internet correctly from the beginning (Jin-Sook Lim et al., 2004). A study identifies as risk factors for smartphone addiction: the female gender, the use of the Internet, the use of alcohol and anxiety, while as protective factors: depressed mood and temperance.

In contrast, the risk factors for Internet addiction are: the male gender, the use of smartphones, anxiety and wisdom / knowledge, while the protective factor is courage. It should be noted that these differences may derive from the unique characteristics of smartphones, such as high availability and primary use as a tool for interpersonal relationships (Choi SW et al., 2015). However, the literature on the prevention of Internet addiction is scarce. There is an urgent need to introduce and implement new interventions for different populations at risk, carry out well-designed research and publish data on the effectiveness of these interventions. The development of prevention interventions should primarily target children and adolescents at risk of Internet addiction, but also parents, teachers, colleagues and others who are part of the educational environment of children and adolescents at risk of Internet addiction. Furthermore, the newly developed interventions focusing on Internet addiction should be rigorously assessed and published (Vondráčková, P., Gabrhelík R., 2016).

Some attention deserves a study that has addressed the issue of prevention of pathological addiction considering the fact that specific prevention interventions should be built taking into account that individuals with a history of exposure to stress early in life, such as abuse, domestic violence and parental psychopathology they are more exposed to the development of pathological dependences through the alteration of neural pathways through sensory, affective, motivational and executive domains. Understanding these alterations can help inform the development of more targeted and effective early intervention and prevention programs (Leslie E. Roos, et al., 2018).

An important contribution, finally, comes from a review by Kempf et al. of 2017 about prevention among young people, that shows that protective factors are observed by several authors and underline the importance of relationship problems between adults and adolescents. Some work has shown that the support of adults, especially parents, and the intensity of relationships between adults and young people have a protective effect on the use of substances. These relationships alone can not explain the problems related to addiction, but must be taken into account when intervening in the lives of adolescents, regardless of the nature of the intervention. Feelings related to the perception of well-being appear to be another factor of protection among young people. This sense of well-being is linked to living conditions and socio-economic inequalities, which can go beyond the rigid framework of addiction prevention. Interventions and prevention must be related to public policies to combat inequalities in order to improve the well-being of young people.

Risk and predictive factors are predominant in 12 articles in this review, and are primarily environmental factors and are therefore not specific to children and adolescents. The most important risk factors studied are the stressful situations that children and adolescents face. This stress has an impact on the decisions young people will have to make when they meet the substances. Among the many stressful situations that young people face, those that have the greatest impact are generated by their relationships with peers. Aggressive and violent situations (Ridenour et al., 2012; Liu et al., 2013), peer pressure and influence (Donovan et al., 1991; Gaffar et al., 2013) have a significant impact on the drug use of young people.

This review also showed that there are several prevention programs that could be effective for reducing the consumption and dependency behavior of children and adolescents. First of all,

all these programs included a number of interventions that were carried out over a relatively long period. The number and the average duration of the interventions is difficult to determine due to the lack of precision in the studies. However, all the interventions consisted of integrated sessions during school hours. More than one intervention is needed so that the program achieves the general objective of reducing or preventing consumption in young people; an intervention is not enough.

 A "one-off" intervention can, for example, achieve the objective of providing information on a topic, but it will not reach a prevention objective (Medina-Mora, 2005). Therefore, time has proven to be an important factor in the effectiveness of a program. There are no interventions with less than 10 sessions (and at least 45 minutes per session) in all the programs included in the 12 articles. In some studies, the duration of the interventions is at least two school years and the total time during which the sessions are held is less than 3 months. Finally, the training of stakeholders in the implementation of the prevention program (teachers, parents and social workers) is another important element.

However, some studies on the corpus have shown the positive effect of acting first to allow children to cope with situations and thus delay the experimentation for as long as possible. For some authors, however, it is important to develop strategies for more targeted preventive interventions for children and adolescents who have already passed the testing phase. So one of the main challenges of the coming years will be to create a multidisciplinary dynamic in different research fields, including educators and prevention professionals.

The scientific literature (Goleman 1997, Gottman & DeClaire 1998, Mariani & Schiralli, 2011, 2013,2014) (Austin, Saklofske, & Egan, 2005; García del Castillo, 2011; García del Castillo-López, Gázquez & Marzo, 2013) is in fact in agreement that the increase in emotional skills represents the most effective protection factor to avoid most forms of discomfort and of pathological addiction (drug addiction, anorexia, bulimia, Internet addiction, alcoholism, etc) during adolescence.

1.5 Educational experiences in teachers of pre-primary and primary school about addictions prevention

Early use of drugs such as tobacco and alcohol is associated with later drug misuse and the age of initiation into drug use is falling. Several studies suggest that educational interventions should probably start in primary school in order to maximize any preventive impact, even if such education is underdeveloped and poorly studied. There is evidence that intensive long-term programs, especially those involving parents and the wider community and using interactive teaching styles, can have a lasting and profitable impact on future drug use (Lloyd C., et al.., 2009).

The experiences and discoveries obtained through the implementation and evaluation of B.E.S.T. The adolescent program has led its authors to make various recommendations regarding the development and implementation of future addiction prevention programs for young people. Firstly, it is suggested to adopt a positive approach to the development of youth in the prevention of addictions. Recently, researchers and practitioners have agreed that adolescent problem behaviors, including addictive behaviors, share common antecedents and that prevention science should take a broader approach to addressing both risk and protective factors (Catalano et al., 2002). Shek (2007) argued that one of the factors contributing to adolescent substance abuse in Hong Kong is the lack of psychosocial skills and coping skills.

To address the problem, it is recommended to put in place positive and holistic systematic youth development programs, in particular for young adolescents. In addition, addiction prevention programs should start in primary school. On the other hand, the existing addiction prevention programs for young people are mainly aimed at secondary school students. Therefore, addiction prevention and positive youth development programs should broaden their scope to include not only secondary school students, but also primary school students. Thirdly, results based on different evaluation strategies have shown that interactive delivery methods (eg role-playing games, video surveillance, reflection and drawing exercises) have been well received by students and have helped to foster efforts and prevention.

Finally, in a review of school prevention programs, Durlak and Wells (1997) noted that few evaluation studies have adopted a longitudinal design to investigate impact sustainability. Therefore, it is suggested that future evaluation of youth drug prevention programs should include follow-up evaluations to verify if the impacts of the program are lasting over time (Shek DTL et al., 2016).

Concerning to the reflection on the prevention of pathological addictions in the school environment, a particular focus should be on teachers. The teacher is expected to implement not only teaching activity, but also education. Therefore, they are often invested with solving problems related to both academic performance and bad behavior of students. In addition to these responsibilities, it is believed that the educational system and all personnel involved contribute to health education, and in particular to drug education by students. At the same time, many teachers regard drug education as a peripheral area of their activities and do not feel competent and confident to justify their obligations in this field..

Regarding teacher training involved in these projects, the analysis of theoretical literature and empirical data on the issue of teacher education in the field of education and drug prevention in a school environment revealed the following:

1. Teachers within the educational process they have great potential to instill in students the skills of a healthy lifestyle. The quality of substance prevention programs is determined by personal desire and involvement, as well as by the level of teacher training.

2. The main constraints for teachers in providing substance prevention activities to students are the lack of knowledge on the subject; inactive civic point of view; lack of personal desire to conduct such work; the belief of teachers that prevention of drug abuse is a responsibility of highly specialized experts, but not for teaching staff; growing dissatisfaction with a teacher's work due to the low level of social recognition of this profession in today's society.

3. It is essential to carry out a preliminary work with the teachers in order to involve them in a result because the lack of motivation and the personal commitment in the education to the substances of abuse can make the teachers less effective in the prevention. Teacher training should take into account their individual psychological characteristics and internal emotional state.

4. Pre-service training in substance education for student teachers must be an integral part of the educational process and should start with modeling the learning environment in a pedagogically justified manner.

The "*initiated abstinence*" educational program deserves special mention (Kalke J., 2004), which is not only well accepted and positively evaluated by pupils and teachers, but has also produced a considerable reduction in student use of substances. The program evidently addresses the motivation of the pupils in a way well adapted to the problem. This is confirmed by their willingness to repeat the program. In this program it is thanks to the positive

experience of conscious renunciation of a specific substance (medium) that leads to a change in consumer behavior with respect to the initial situation, at least during the three-month observation period.

This supports the theoretical behavioral assumption that, through consciously giving up, the self-experience factor allows pupils to manage their consumption in an autonomous way. In a development phase in which an increase is normal, a limitation of use occurs, without command and without coercion. It is true that the effects are not very large, but they are contrary to the general development of this age group. results of this study refer to school classes 6-8, which are on average 12 to 15 years. These are precisely the age groups in which the consumption of addictive substances begins and increases: the adolescent development phase. Therefore, the conclusions are currently valid only for this age group. In a further step it should be explored if the program is also suitable for the upper classes, ie for pupils aged over 16 (Kalke J., Raschke P., 2004).

2. The correlation between emotional education, as a preventive factor, and dependent behaviours

Drug use or addictive behaviors are directly related to emotions. There are multiple empirical evidences of the relationships between emotional variables as triggers of drug use, highlighting the protective role of emotional abilities in alcohol, tobacco or other drug use behaviors (García del Castillo, Dias, Díaz-Perez & García del Castillo-Lopez, 2012; Kun & Demetrovics, 2010; Moral, Rodriguez & Sirvent, 2004; Ruiz-Aranda, Fernández-Berrocal & Extremera, 2006; Trinidad et al, 2004; Trinidad & Johnson, 2002).

Adolescents are the most vulnerable population, both for their psychosocial characteristics and for the moment of development in which they find themselves. Therefore, it is essential to start training in emotional skills as soon as possible to provide the tools and strategies necessary to protect themselves against the possible drug use situations they will face.

Experience within prevention field tells us it is essential to face the problem from both a multidisciplinary and multilevel point of view. Best way to do prevention is to avoid, as far as possible, problem's appearance. For this reason, primary prevention is recommendable (García del Castillo et al, 2014). In this sense, emotional education is a necessity. Beyond toxic substances, a wide variety of behaviors can end up triggering addictive problems (Becoña, 2006; Echeburúa, 1999; Marlatt, Baer, Donovan & Divlahan, 1988).

Technological development and society evolution led to new problems within addictions. Internet, smartphones, social networking sites, instant message applications, videogames… are part of children's lives practically since they born. This growth affects to different areas of children's functioning, both at a personal level as well as social, family and school level, doing necessary the development of intervention-rehabilitation programs for young people addicted to technologies, even within educational contexts (Echeburúa & De Corral, 2010; Soto, De Miguel & Pérez, 2018). Not only technologies are a growing problem, other behaviors such as shopping, gambling, food, sex... can cause problems among teenagers, relatives and friends.

One of the growing problems in recent years is mobile gambling. Gaming industry in Spain is living its "golden age", with unprecedented growth (Agustinoy & Lorenzo, 2018; Jimenez-Murcia, Fernández-Aranda, Granero & Menchón, 2013) increasingly targeting a younger audience (Buil, Solé & García, 2015) to the point that some relevant voices have warned about the need of regulation to protect minors against addiction (Chóliz & Saiz-Ruiz, 2016; Zhao, Marchica, Derevensky & Ivoska, 2018) even underlining the relationship of sports betting with the use of drugs such as alcohol (López-González, Estévez, Jiménez-Murcia & Griffiths, 2018).

According to the above, it becomes evident the need to introduce training in emotional skills along minor's educational process. Classroom training programs based on emotional components have been shown to be effective in preventing drug use as well as other types of disruptive behavior (Romero, Rodríguez, Villar & Gómez-Fraguela, 2017). Programs based on emotional competencies applied to adolescents over time have proven to be effective in improving their negative emotion management skills, anger, hostility or aggressiveness

(Castillo-Gualda et al, 2017). One of the programs with the most empirical evidence, based on Salovey and Mayer's studies on emotional intelligence, is the RULER Approach to Social and Emotional Learning (Brackett et al., 2011; Castillo, R., Fernández-Berrocal, P. & Brackett, P., 2013; Mclean, Nathanson, Rivers, Flynn & Brackett, 2016). Programs aimed at improving emotional strategies within family environments have also been developed (Martínez, 2009) as well as others aimed to enhance socio-emotional competences at early ages to favor values acquisition and emotional skills (Ambrona, López-Pérez & Márquez-González, 2012; Lopez, E., 2007).

Despite being a recent field, the application of emotional intelligence as well as emotional competences related to addictions are promising. Studies carried out in this sense shows protective capacity of emotional skills along both situations of drug use and addictive behaviors.

2.1 Search in specialized search engines (scientific search) concerning the close correlation between socio-affective education, as a preventive factor, and dependent behaviours

As described above, behavioural disturbs related to substance abuse and/or to the development of addiction can be ascribed to a complex system of social factors. Therefore, therapeutic approaches and prevention programs underwent to a profound transformation in the last decades, in conjunction to the increase of medical-scientific knowledge on this field and to the evolution of sociocultural contexts in which these disturbs arise.

Nowadays there are a lot of prevention programs specifically addressed to elementary and secondary schools, bust most of them seems to be ineffective: typically, they are supplied as a series of fragmented, short-time activities, that focus on specific topics. To face this inefficiency, a group of experts (the so called *Fetzer group*) in the middle 90s introduced the definition of *social and emotional learning* (or SEL) to indicate a conceptual framework that is able to answer to the youngest audience, and at the same time to promote a less specific, more comprehensive role of the scholastic institution (Robertson et al., 2015).

So it became stronger and stronger the idea, by several scientific studies, according to which an improvement of children and adolescents in the emotion management and regulation could represent an useful prevention tool. In fact, substance use and abuse, that can evolve in an addiction, is related (especially during the thorny transition phase from childhood to adolescence) to a strong propensity to carry out potentially risky behaviours, that is due to a low self-control level and to a non-controlled emotivity (Pogarsky e Shmueli, 2006). Reinforce emotion and social skills can so be an indirect way to decrease the inclination through risky behaviours, acting a prevention factor (not only in the field of substance use, but also for conduct problems, school drop-out/unattendance and number of committed crimes, see Wilson et al., 2001).

The meta-analysis shows the results of 165 studies concerning scholastic prevention activities, ranging from individual counselling to attempts that aim to transform the whole scholastic management. Apart from the strong heterogeneity of the studies in terms of extent of the observed effect, the analysis shows that – unlike other kind of approach – programs that rely

on the self-control improvement and/or on the promotion of social skills result in a consistent way into positive effects on the antisocial behaviours under investigation.

Apart from affective education components, a crucial role in the building of an efficient preventive approach is played by the training and reinforcement of social skills (Hansen et al., 1988). In this study two different prevention programs, both addressed to teenagers (12-13 years old students) to prevent tobacco, alcohol and marijuana use, were compared. The first approach used a social pressure resistance training, while the second one exploited affective education. Young participants underwent to an initial evaluation before interventions started, and then to a post-program equivalent testing (12 and 24 months after the end of the programs).

Results comparison shows the importance (in a demographic phase, such as adolescence, in which the peer group and relationships that are built in it are crucial) of the pro-social approach when talking about substance use prevention.

Prevention programs that rely on the improvement of resistance skills are particularly effective with youngest students, in which substance use (in first person and/or observed in peers) is uncommon, and in which knowledge about these topics is poor, as shown by Hopfer and colleagues in a 2010 review. This study analyze 24 substance abuse prevention programs delivered to primary school students between 1980 and 2008: 15 of them (56% of the total) resulted in a substance consumption reduction in the medium term. Moreover, the review shows how prevention programs addressed to a so young audience act especially in terms of increase of negative perceptions related to substances, increase of knowledge about their effects and improvement in resistance skills.

As proposed by the experts of the Fetzer group, unlike the "categorial" approaches, that act on specific problem, SEL prevention programs can operate on the causes of problematic behaviours, supporting at the same time the achievement of positive academic results. Through the development of appropriate lecture-based learning models and the application in everyday life, SEL programs reinforce the children (even the youngest ones) ability of identify and manage their emotions, understand and appreciate other people point of view, establish positive goals, improve decision making strategies and manage inter-personal relationship efficiently (Collaborative for Academic, Social, and Emotional Learning, 2003).

Focusing on substance use, Tobler and colleagues analysed more than 200 prevention programs delivered from 1978 and 1998. The research group created a classification scheme, dividing programs into 8 typology: 5 of them used a non-interactive approach (increase of knowledge about these topics, affective education, education about values/attitudes, a combination between knowledge enhancement and affective education and DARE programs); the other 3 consisted of interactive prevention approaches, that took into account social influences, life skills improvement and comprehensive change models. Study results indicate that non-interactive programs have a minimal preventive impact, while the interactive ones bring to a better and more informed development of social and inter-personal skills.

The biggest benefits, in terms of substance use, have been reached by network approaches, in which educational programs delivered at school were supported by mass media, by lectures addressed to family members (first of all to parents), or again to transformation in the scholastic organization aimed to enhance students-school bonds, by cooperative, small group-

based learning, and by an enhanced communication between school and family. This research also highlighted a factor that is crucial in order to guarantee the efficacy of this kind of intervention, i.e. the frequency at which kids/adolescents have to be engaged: the most efficient interactive programs were the high-intensity ones, with at least 16 hours of lectures.

A curious, not less interesting element that arises from this analysis is that prevention programs held by external experts, or delivered using a peer-to-peer modality, were generally more efficient than the ones delivered by teachers: another proof of the importance of an adequate teachers' training (and support, while the program is active) to implement SEL programs with a real, solid impact on children health and life.

The abstracts of the scientific articles examined are listed in the annexes (APPENDIX A).

2.2 Search for studies or reports published by public bodies (United Nations, European Union, governments, regions, ministries, NGOs, etc.)

Numerous studies have associated the lack of emotional regulation in the various disorders in the psychic sphere, and in particular the use and abuse of drugs. Abuse behaviour is a maladaptive and harmful strategy that the subject has found to avoid contacting undesirable emotional experiences, unpleasant thoughts, traumatic memories. A sort of self-care.

The role of emotional dysregulation in the development of substance use disorder has also been confirmed by a series of longitudinal studies, including those of Mischel and colleagues (2011), who had subjected some children under the age of six to an experiment on emotional gratification. The participants in the experiment could choose between a sweets to eat immediately, or two sweets if they had waited. The researchers concluded that children who had been able to postpone gratification had more skills in emotional mastery during adolescence and less likely to use cocaine in adulthood.

The Beck and Ellis models also reserve to emotions an important role in the development and maintenance of addiction: some trigger situations are linked to specific emotional reactions thanks to a conditioning process. These associations would then be facilitated and evoked through dysfunctional thoughts and beliefs concerning the substance and its use (Rigliano and Bignamini, 2009).

The scientific literature (Goleman 1997, Gottman & DeClaire 1998, Mariani & Schiralli, 2011, 2013,2014) is in fact in agreement that the increase in emotional skills represents the most effective protection factor to avoid most forms of discomfort and of pathological addiction (drug addiction, anorexia, bulimia, Internet addiction, alcoholism, etc) during adolescence.

The prevention program based on the teaching of emotions consists of a structured but simple intervention that aims to build and strengthen in the school context the best protective factors to defend themselves constructively and evolutionarily from discomfort in general and from pathological addictions in particular. These protection factors consist in the ability to identify, modulate and manage own's internal emotional world.

The intervention strategies used in this program are in line with the recommendations, guidelines and systematic reviews carried out in recent years by the World Health Organization, the National Institute on Drug Abuse and the European Monitoring Center for Drugs and Drug Addiction on evidence of efficacy in prevention. The European Commission (2014) also believes that preventive intervention should also focus on emotional dimensions in these areas: mental health, bullying, school atmosphere, family support, substance abuse prevention, etc.

The World Health Organization has proven that, among all prevention interventions, strategies based on the enhancement of personal skills seem to result, from a systematic review conducted on 1265 studies drawn up between 1985 and 2009, the most effective.

Among the main evidence of efficacy related to this type of strategy, WHO counts and therefore recommends:

• teacher training (long-term);

• implementation of health projects within the school curricula;

• strengthening the capacity of self-control, communication, emotional management and peer relationships in students (for a duration of at least six months);

• the early start of the intervention (pre-school age);

• educational interventions for parents;

• actions and interventions immediately usable in practice.

The Didactics of Emotions has gradually developed along these lines, using for experimentation a sample of subjects so broad, to be, at present, one of the project-interventions based on the most consistent Life Skills Training. Emotional Education (EE) can be considered as a proven educational process of transformation to acquire the skills necessary to recognize and manage emotions, develop an altruistic attitude, establish positive relationships, make decisions in a responsible way, and behave constructively and ethically. These skills enable children to manage their emotions and help prevent bullying and violence as well as the use of drugs and alcohol (Social Emotional Learning Alliance for Massachusetts, 2016).

The abstracts of the scientific articles examined are listed in the annexes (APPENDIX B).

In the annexes: "The Report about Implementation of Preventive Programs in Schools in the Moravian-Silesian Region for 2014/2015, 2015/2016 and 2016/2017" (APPENDIX C).

3. Identification of assessment tools (socio-affective aspects) used in scientific articles

Below the tools concerning emotional intelligence will be presented; we find them in the scientific literature and they observe criteria of reliability and validity.

- Behavior Assessment System for Children, Second Edition (BASC-2)

(Reynolds and Kamphaus)

It consists in brief, targeted forms for monitoring changes in behaviour or emotional status. The BASC has a comprehensive set of rating scales and forms that assess child and adolescent behaviour from teacher, parent, and self-perspectives. The scales and forms include the Teacher Rating Scales (TRS), Parent Rating Scales (PRS), Self-Report of Personality (SRP), Student Observation System (SOS), and Structured Developmental History (SDH). It takes 10-20 minutes to be addressed (TRS and PRS), and 30 minutes (SRP), and it has been used in several scientific studies. Available for download (NOT free) here: https://www.pearsonclinical.com/education/products/100000658/behavior-assessment-system-for-children-second-edition-basc-2.html

Publisher contacts: AGS Publishing, 4201 Woodland Road, Circle Pines, MN 55014-1796; Telephone: 800-328-2560; FAX: 651-287-7221; E-mail: agsmail@agsnet; Web: www.agsnet.com

- Child Behavior Check List (CBCL)

(Achenbach   and   Rescorla)
The CBCL is a standardized form that parents fill out to describe their children's behavioral and emotional problems. The version of the CBCL for ages 2 and 3 years (CBCL/2 to 3) can be completed by parents in about 10 minutes. The version for ages 4 to 18 years (CBCL/4 to 18) includes competence items and problems. The problem items can be completed by most parents in about 10 minutes, and the (optional) competence items require an additional 5 to 10 minutes.

It is widely used in both research and clinical practice with youths. It has been translated into more than 90 languages.

Available (both versions, NOT free) here:

-   http://www.aseba.org/preschool.html
    - http://www.aseba.org/schoolage.html

- Devereux Early Childhood Assessment Clinical Form (DECA-C)

(LeBuffe and Naglieri)

The Devereux Early Childhood Assessment-Clinical Form (DECA-C) is an assessment of resilience in pre-schoolers ages 2 to 5 with social and emotional problems or significant behavioural concerns. Whereas the DECA is designed to be used with all children to promote

healthy social and emotional growth, the primary purpose of the DECA-C is to support early intervention efforts to reduce or eliminate significant emotional and behavioural concerns in preschool children. The DECA-C may also be used to guide interventions, help identify children needing special services, assess outcomes, and help programs meet Head Start, IDEA and similar standards. The DECA-C is a 62-item scale that can be completed by either teachers or parents in about 15 minutes. Scoring is made simple by a user-friendly record form.

Available for download (NOT free) here:

https://www.kaplanco.com/product/98817/devereux-early-childhood-assessment-deca-c-clinical-kit?c=17%7CEA1000

- Social Skills Rating System (SSRS), replaced in 2008 by
Social Skills Improvement System (SSIS) Rating Scales
(Gresham, Elliott)

The SSIS (Social Skills Improvement System) Rating Scales enables targeted assessment of individuals and small groups to help evaluate social skills, problem behaviours, and academic competence. Teacher, parent and student forms help provide a comprehensive picture across school, home, and community settings.

Designed to replace the SSRS Social Skills Rating System, this substantially revised tool includes updated norms, improved psychometric properties, and new subscales.

The multi-rater SSIS Rating Scales helps measure:

- **Social Skills:** Communication, Cooperation, Assertion, Responsibility, Empathy, Engagement, Self-Control

- **Competing Problem Behaviors:** Externalizing, Bullying, Hyperactivity/Inattention, Internalizing, Autism Spectrum

- **Academic Competence:** Reading Achievement, Math Achievement, Motivation to Learn

Completion time is calculated between 10 and 25 minutes. Available for download (NOT free) here: https://www.pearsonclinical.com/education/products/100000322/social-skills-improvement-system-ssis-rating-scales.html

-the Matson Evaluation Social Skills with youngsters (MESSY)

(Matson, Rotatori & Helsel, 1983)

MESSY is a rating scale (62 items, with Likert format) that assesses social behaviour in children (age range: 4-18), having broad applicability for early identification of social excesses and deficits and as a dependent variable in treatment-outcome research.

It has 4 subscales: Appropriate social skills; Inappropriate assertiveness; Impulsive; Overconfident; Jealousy/Withdrawal

Available for free here:

http://www.sciencedirect.com/science/article/pii/0005796783900013

References: Matson, J.L., Rotatori, A.F., Helsel, W.J. (1983). Development of a rating scale to measure social skills in children: The Matson Evaluation of Social Skills with Youngsters (MESSY). *Behaviour Research and Therapy, 21*(4), 335-340. doi:10.1016/0005-7967(83)90001-3

Matson et al. (2010). Reliability and the validity of the Matson Evaluation of Social Skills with Youngsters. *Behavior Modification, 34*(6), 539-558. doi:10.1177/0145445510384844

-Leiter International Performance Scale-Revised (LEITER-R)

(Gale H. Roid e Lucy J. Miller)

Completely non-verbal, the Leiter-R is a test for the measurement of IQ and cognitive ability particularly suitable for children and adolescents, from 2 to 20 years, with cognitive delay and with verbal disorders. Unlike traditional IQ tests, the Leiter-R places emphasis on fluid intelligence and is therefore less subject to linguistic, cultural, social or educational influences. It takes between 20-45 mins to be delivered.

Format: individually administered, game-like tasks assessing cognitive, attentional, and neuropsychological abilities.

Not free,available at : www.giuntios.it

-Three Bags Task/Parent–Child Observation

(National Center for Education Statistics,2010)

Description:The Three Bags Task is a semi-structured activity completed by the parent and child in interaction. The task involves video-recording a semi-structured play session that then can be coded by trained coders to explore parental, child, and dyadic behaviors and emotions.

Administration Time:

15 minutes of interaction, plus 5 minutes of video equipment setup and removal

Administration Method:

Videotaped observation of parent–child interaction

Administration Procedures:

During this 15-minute task, the parent is asked to play with his or her child as they normally would but to make use of all three of the toys provided to them. The toys can each be placed within a separate box and presented to the parent. The dyad is told that they have 15 minutes to play with the toys, the only restriction being that they have to play with all the toys. The

parent and child are videotaped while they engaged in the play activities. The videotapes then are reviewed and coded by individuals who have been trained in the associated coding system.

MSCEIT (Mayeer Saloey Caruso Emotioanl Intelligence Test)

It is a method based on measurable abilities divided into four areas: the ability to perceive emotions, to use emotions to support thinking, to understand complex emotions and transitions between the stages of emotions, and to integrate data and emotions to develop a problem-solving strategy. This test method has evolved from MEIS (Mulfitactor Emotional Intelligence Test). The test includes 141 items that are divided into eight categories, with two categories always representing one area.

EQ-i

This test focuses on five areas: intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood. The evaluation is through termination or the 360 degree method. There are three test variants for different age categories (16+, 7-18, and a short development version). The test contains 133, 60, or 51 items depending on the type. Grading takes place on 1-5 scale. This method is suitable for predicting the success of a person in social interactions, at school, at work and in determining the influence on mental and physical health, in self-realization and in determining the subjective feeling of health.

ECI (Emotional Competence Inventory)

Method according to Daniel Goleman perceives emotional intelligence as a set of specific competencies (self-awareness, self-esteem, social awareness and relationship management) and as a human potential. It is a 360°model in which the test person evaluates people who know it based on a list of twenty competencies. There is a 110-point and a seven-point scale version with 73 items and a six-point scale. The model is designed solely to assess competencies in the field of work. ESCI is a later improved version of ECI.

ESCI (Emotional and Social Competency Inventory)

ESCI is a later improved version of ECI and contains 72 items divided into four of the core competencies: self-awareness, self-esteem, social awareness and relationship management, which is similar to the structure of the EQ-i Bar-On Measurement Tool. Versus the original version ECI, the new differs only in the last circle when the social skills swop for relationship management, which is a more specific competence.

During the study, we encountered two other methods – TEIQue (Trait Emotional Intelligence Questionnaire) and GENOS, FACS (Facial Action Coding Systém) but we did not deal with them anymore because MSCEIT, EQ-ki, ECI and ESCI are the most used and the best valuated methods.

4. Results of studies and research on digital emotional intelligence

The codes of communication and behaviour in social relations has changed profoundly in recent years compared to those used by man over the centuries and the millennia of its history: simplifying we can say that starting from forms of communication based on essentially direct interactions or analogously mediated, a virtual communication has become established. This communication is characterized by an increasingly widespread use of the Internet, from e-mail, to social media, to games of entertainment on the web.

The recent generations of the so-called digital natives are among those who have learned and constantly practice codes of virtual communication, making the forms of interaction often aseptic and less empathic.

Michele Borba, American educational psychologist, says that an observable phenomenon, especially in teenagers and children, is the narcissistic attitude that they tend to assume in the daily use of the smartphone.

Using smartphones to make selfies to be published on facebook corresponds to a self-contemplation of self that, together with the fact of privileging a communication based on messages (compared to a direct interaction with others) is a way of feeling actors of an imaginary reality that increases its own narcissism, with the risk of being less empathic and losing the sense of community.

According to Jean Marie Twenge, professor of psychology at the State University of San Diego, the smartphone and social media have radically changed every aspect of teen life causing one of the worst mental health crises in recent decades: loneliness, vulnerability and depression are some very symptoms frequent among digital natives that can lead to serious diseases of the mind.

Furthermore, as we read in his research in the book entitled IGen (Generation Iphone), "significant effects on the mind and sleep appear after two hours a day on electronic devices. It would therefore be important for the boys not to exceed this time limit ".

Another danger that endangers the healthy development of today's children derives from the immoderate use of video games: spending too much time in front of a video game screen can even create a sort of addiction: the paediatricians of the American Academy recommend that children be allowed to spend no more than an hour or two with a digital device and never before two years of age.

In relation to the various problems that characterize the digital natives, psycho-pedagogical research identifies in emotional education the strongest antidote to counteract the negative aspects of hyper-interconnection and lay the foundations for ensuring a balanced development of the new generations: in this direction the role of educators and that of parents becomes always more important.

From an educational point of view, the research identifies in the development of empathy and other social and relational skills the primary skills that pupils (especially starting from the infancy) should acquire: the literature on this subject is now full of examples of strategies , both in teaching and in the family, aimed at a balanced development of children.

According to Michele Borba, some strategies that are more appropriate to achieve this goal are:

- teach children how to recognize facial signals and the intonation of people's voices (only by listening live they can catch people's feeling)

- teach how to put yourself in the shoes of others (even a character from a cartoon)

- teach how to breathe deeply (even through games to practice Mindfulness)

- teach to be collaborative and resolve conflicts (through team games)

- teach how to be morally brave (how to stem bullying behavior by other children)

- encourage children to pursue passions and dreams (by reading newspaper articles that show positive stories).

Parents should also inspire their behavior towards their children according to emotional education: Rosanna Schiralli and Ulisse Mariani, psychologists and psychotherapists who have worked with parents and educators for years, have developed a real manual that explains to parents how to relate with the children through the two fundamental principles of emotional education:

- acceptance: that is, the parents' ability to tune in and identify with the emotions of children;

- containment: that is, the rules. Schiralli says that "Neuroscience confirms how parents, through education, are able to train the brain of a child": the human brain continues to develop until about 24 years.

5. Analysis of the Needs of Schools and Teachers Regarding Emotional Education and Prevention of Dependent Behavior

The PATH European project has carried out a questionnaire to understand the training needs that teachers in Italy, Spain and Czech Republic consider important.

The partnership developed an online questionnaire of 20 questions for teachers of partner and associated schools of the project. The answers were collected through the use of a Google Form.

The questionnaire was answered by a total of 216 teachers 216, divided among the different countries as shown in this table:

Country	Total number of teachers	Number of Pre-primary school's teachers	Number of Primary school's school
Italy	96	43	53
Czech Republic	33	18	15
Spain	87	13	74
	216	74	142

Most of the teachers involved in the questionnaire are women (Spain 86.6%; Italy 97,9%; Czech Republic 99%). As we know, most of the teaching staff in our countries is female, which affects the male representation of children as a consequence of the lack of male referents for students in schools.

Although most of the people who answered the questionnaire had more than 10 years of experience in the profession (Italy 70%, Spain 66%, Czech Republic 64%), we observe how the majority continues to be trained permanently. Training is seen as a necessity among our teachers and it is considered to be very much useful for our daily lives.

The most recurring theme of the last training attended by teachers concerns the area of didactics and the innovation in methodologies in classrooms. There aren't many training experiences concerning the theme of emotional education.

At the same time, however, we note that the issue of special and emotional education is also a concern in our classrooms and there is still a strong training need in relation to the themes proposed by the PATH project.

Moreover, this need is not merely theoretical, but also affects the management of students in daily class life.

Although most of teachers are willing to discuss and solve an emotionally difficult situation in their classrooms, they respond that sometimes they have difficulties managing their students' emotions (72% in Italy, 75,6% in Spain and 73% in Czech Republic). They agree that the outstanding emotion is anger, an emotion that most distort the classes and so it must be treated and accompanied applying a good management to redirect and overcome them within the classrooms.

For this reason, we consider very justified the realization of such training in the PATH project in a training course in which emotional education, and prosocial education, from the neuroscience, would constitute the related contents oriented to the prevention of the addictions.

Even the methodologies designed to realize PATH training model, classroom training with teachers and experts seems to meet the needs of teachers. 71,9% in Italy, 48.8% in Spain and 81,8% in Czech Republic find this training as the most effective. This fact confirms the importance to learning between peers and between different professionals. Communication and cooperation are essential for learning to be deeper and more profitable.

PATH training course will be designed and taught by expert trainers in the field with the teachers themselves, which would help them to increase their sensitivity to the recognition of their own and others' emotions and to optimize in a practical way the skills in their management so that they can then apply to their students with programs and activities. The clear objective is to develop, within the inclusive framework to prevent future addictions, a program that covers preschool and primary education (up to 10 years), for the work of emotional and prosocial intelligence in the classroom.

The relations between Emotional Education and dependent behaviours. Teachers' vision.

As mentioned earlier, most teachers recognize the importance of emotional education and they consider important to manage emotionally difficult situations in the course of their work with children. However, the fact that most of the teachers didn't follow an emotional education specific training affects the way in which it is conceptualized by teachers.

Teachers were asked "**In your opinion, which of the following characteristics can be considered part of the emotional intelligence?**":

- Communicate clearly and accurately
- Be aware of own emotional states
- Be able to drive and motivate oneself to achieve own goals
- Recognizing the emotional states of others
- Emotional Self Control
- Being able to cooperate and work effectively in a group
- Knowing how to read social situations carefully
- Manage strong emotions (positive and negative)
- Put yourself in the other's shoes
- Correctly expressing own emotions according to the contexts

Although all the answers were essential to talk about emotional education, the teachers have considered the parts of emotional knowledge and management more important.
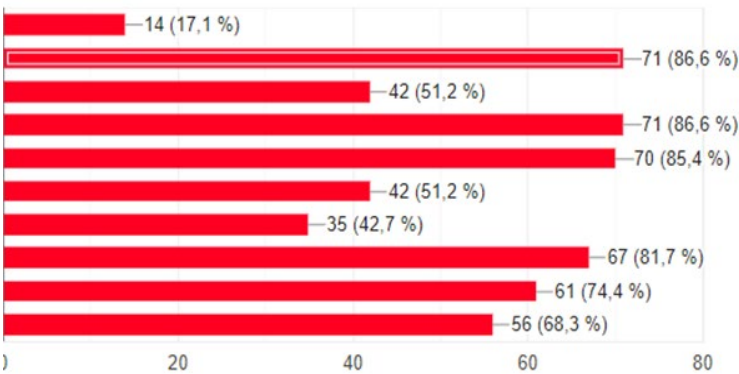
In Italy

Communicate clearly and accurately
Be aware of own emotional states
Be able to drive and motivate oneself to achieve own goals
Recognizing the emotional states of others
Emotional Self Control
Being able to cooperate and work effectively in a group
Knowing how to read social situations carefully
Manage strong emotions (positive and negative)
Put yourself in the other's shoes
Correctly expressing own emotions according to the contexts

- 25 (26%)
- 60 (62,5%)
- 25 (26%)
- 64 (66,7%)
- 53 (55,2%)
- 47 (49%)
- 28 (29,2%)
- 59 (61,5%)
- 42 (43,8%)
- 51 (53,1%)
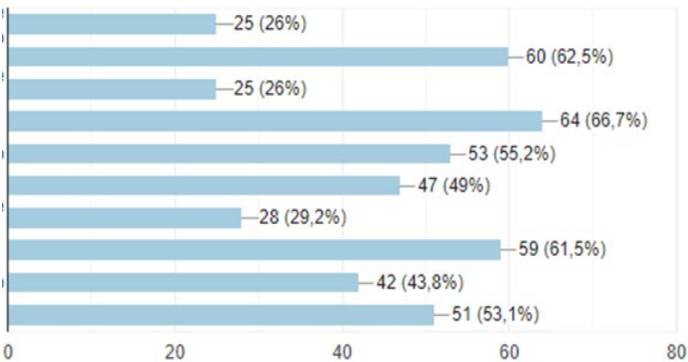
In Spain

Communicate clearly and accurately
Be aware of own emotional states
Be able to drive and motivate oneself to achieve own goals
Recognizing the emotional states of others
Emotional Self Control
Being able to cooperate and work effectively in a group
Knowing how to read social situations carefully
Manage strong emotions (positive and negative)
Put yourself in the other's shoes
Correctly expressing own emotions according to the contexts

- 14 (17,1 %)
- 71 (86,6 %)
- 42 (51,2 %)
- 71 (86,6 %)
- 70 (85,4 %)
- 42 (51,2 %)
- 35 (42,7 %)
- 67 (81,7 %)
- 61 (74,4 %)
- 56 (68,3 %)

In Czech Republic

Communicate clearly and accurately
Be aware of own emotional states
Be able to drive and motivate oneself to achieve own goals
Recognizing the emotional states of others
Emotional Self Control
Being able to cooperate and work effectively in a group
Knowing how to read social situations carefully
Manage strong emotions (positive and negative)
Put yourself in the other's shoes
Correctly expressing own emotions according to the contexts

- 9
- 20
- 6
- 25
- 30
- 14
- 15
- 23
- 25
- 17
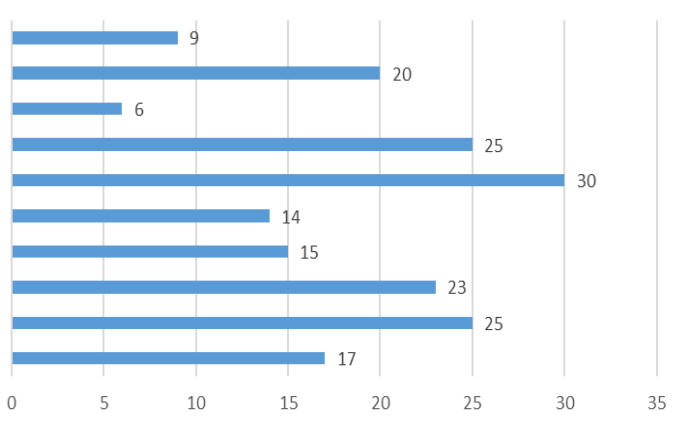
How to be aware of one's emotional states, recognize the emotional states of others, emotional self-control, manage strong emotions are the answers that received the highest scores in the three partner countries. This highlights that it is a very good basic level of emotional education but but that knowledge needs to be expanded considering the different skills and competences contained in the term Emotional Intelligence.

Regarding the correlation between emotional education, as a preventive factor, and dependent behaviors, teachers are in agreement that the work of emotional intelligence, already of early childhood, benefits the prevention of risk behaviors, making them take a more responsible attitude in some situations. Indeed, the teachers consider risk factors especially emotional and relational instability in the family and low self-esteem, as the least risky they see the poor support from teachers, compulsive search for new emotions, and poor school results.

In principle, the teachers don't agree that the family is the sole agent which can influence and support children in the formation of their emotional intelligence; so, they recognize their important role in this process.

They are therefore willing to work about this topic, too, from classrooms and they are inclined to include emotional intelligence in the curricular education activities.

The questionaire used for the survey is in the annexes (APPENDIX D).

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APPENDIX A

ABSTRACTS

1.Cognitive Aging in a Social and Affective Context: Advances Over the Past 50 Years

The article focuses on the subject of aging, emotion, cognition, cognitive ability and cognitive aging. It briefly and comprehensively considers model of cognitive aging and considers how to present the understanding of socio-affective aging. The authors also discuss how social-affective and cognitive abilities intersect

The conclusion of the article is that the formal education system has always failed to pay enough attention to the development of emotions that affect cognitive aspects of each personality. The conclusion is that the models of cognitive aging can be widely applied to socio-affective aging, although there are some exceptions and that cognitive changes with age affect social and affective capabilities.

Keywords: affect, age, cognition, emotion, emotion regulation, social interaction

Source: https://academic.oup.com/psychsocgerontology/article/72/1/61/2632108

1.Physical skills, sport learning and socio-affective education

The article deals with the fact that schools perform the preparation of pupils in three basic exercises: verbal and nonverbal communication, socialization and cognitive / motor learning. None of these aspects contains an emotional component, thought socialization is based on interpersonal relationships that deeply include affective dimensions.

The conclusion of the article is that the formal education system has never payed enough attention to the development of emotions that affect cognitive aspects of each personality.

The authors say that the mission of teachers is not to "give lessons" but to create situations and showing options. The article also refers to some publications with useful methods which might be use in classes for the purpose of creating healthy relationship between teachers and pupils and of teaching teachers how to encourage and stimulate strong responsibility of young people.

Keywords: communication, socialization, empathy, teaching models, learning, psychosocial aspects

Source: https://www.cabdirect.org/cabdirect/abstract/20153186009

APPENDIX B

ABSTRACTS

1. Risk behaviors in adolescents and impultized as a predictor of this behavior

The document discusses that adolescence is a key period in the development of a person, during which a number of complex changes may occur, with impulsivity as one of the main features of the personality manifested in a risk behavior that is associated with negative impacts on the individual, his surrounding and on the whole society.

The publication contains a wide research on data from almost 2500 elementary and secondary school pupils in Zlín and Moravian-Silesian regions. Based on the research, a baseline has been identified, from which adequate remedies and supportive measures in education might be derived. The research focuses especially on the specifics of respondents' age, impulsivity and risk behavior. The aim of the research was to map the occurrence of risky behavior and the degree of impulsivity in pupils. Two standardized diagnostic methods (VRCHA and SIDS) developed in the Czech Republic were used for this research.

The conclusion of the research is the level of drug use (cigarettes, alcohol) in adolescents and violent behaviour in the rates of use among girls and boys, different age groups, areas etc. For example the research has shown that alcohol has drunk about 25 % of the interviewed adolescents over the last 30 days in the time of the research. There is a number of recommendations for school prevention methodologies.

Source: freely available on the web page of the university

http://psych.upol.cz/wp-content/uploads/2018/02/Dolej%C5%A1-Orel.pdf

Authors: Martin Dolejš a Miroslav Orel (Palacký University Olomouc – Czech Republic)

APPENDIX C

The Report about Implementation of Preventive Programs in Schools in the Moravian-Silesian Region for 2014/2015, 2015/2016 and 2016/2017

With a personal consultation with the Regional Prevention Coordinator and the main author of the report, we received a main regional report about the prevention activities in the Moravian-Silesian Region. The report describes the basic functioning of prevention in recent years in the region.

There are 4 basic levels of risk prevention strategies in the Czech Republic.

- National Strategy (Ministry of Education, Youth and Sports),
- Regional Strategy (Regional Authorities),
- District strategies (Pedagogical Psychological Counseling, District Methodology of Prevention),
- School level (school heads, school prevention methodologies)

A) National strategy

Ministry of Education, Youth and Sports standardly cooperates with the regions – f.e.: organizes regular methodical meetings, conferences. Ministry create subsidy programs to support prevention of risk behaviour.

The Ministry of Education, Youth and Sports released approximately CZK 5 million between 2015 and 2017 and supported 40 school projects in the Moravian-Silesian Region.

B) Regional strategies (Regional Authority of the Moravian-Silesian Region, Ostrava)

It fulfills the strategy of prevention of risk behavior in children and youth in the following areas:

1. Effective primary prevention of risk behavior in children and youth

This includes supporting of the implementation of quality and effective primary prevention programs - grant support to schools, school facilities, non-profit organizations.

During 2014-2017, more than 11,500 people were involved in the projects in the Moravian-Silesian Region in a total of 50 projects. The region releases an average of CZK 1,000,000 per year for these programs.

2. Raising the professional level of service providers in the field of primary prevention, supporting the education and development of educational programs in the field of prevention of risky behavior.

The Region organizes annually a regional conference, which is attended by 150 counselors from schools and school facilities. At the conference, schools are also appreciated for preventive activities. MSK supports these conferences financially.

Mentor - Lecturer Program

In the past 3 years, the Region has developed mentoring competencies and the development of key personal and social skills in order to create a positive climate in the classroom. 35 mentor teachers were trained.

The region has recently supported several other projects - Safe Internet, Safer Climate in Schools in the Moravian-Silesian Region.

3. Effective coordination of activities and entities involved in preventive activities in the region
4. Informing the public in the region about the occurrence of risky behavior and about implemented activities
5. Supporting research and current monitoring of the occurrence of risky behavior and the subsequent application of the acquired knowledge in practice.
- In particular, delinquency, bullying, use of psychoactive substances, impulsivity are monitored. Research is carried out on 1398 elementary school pupils (age: 10-15 years).

School strategy of prevention

Long-term preventive school programs are part of the educational program. It is an attachment to school curricula and study plans. The main goal is to delay or reduce risk behaviors in the school environment.

It defines long-term, medium-term and short-term goals as part of the preventive program.

The preventive program has been evaluated annually in the Moravian-Silesian Region since 2001. Data are provided by schools - distortions may occur. Attention is focused on classroom relationships, aggressive behavior, bullying, and cyberbullying. Attention has been reduced to the issue of drug, alcohol and tobacco products abuse.

Depending on the results, priorities for grant programs are determined. MSK sends a report to the Ministry of Education and the Czech School Inspectorate.

School preventive strategies in the region were implemented (different intensity) at 563 elementary and secondary schools.

More than 50% of school prevention methodologists do not have a higher level of qualification for prevention of risk behavior.

Conclusion:

Preventive programs are part of the teaching and out-of-school activities. Positive is the trend of further education of pedagogical staff in this specific and demanding problems in ou region.

The occurrence of negative phenomena is increasing according to statistics. But most likely, it is because schools are less and less worried about informing themselves about problems.

The Moravian-Silesian Region supports the education of educators through announced subsidy programs. Most often, these are educational projects focusing on aggressiveness and aggressive behavior, bullying and teamwork.

Priorities of the Moravian-Silesian Region for the next period:

- Grant support of the quality school preventive strategies.

- Supporting of the system of educational institutions and their educational activities.

- Further education of pedagogical staff and training of other prevention workers.

- Developing good cooperation at all levels of risk prevention strategies.

Source:

https://www.msk.cz/cz/skolstvi/strategicke-dokumenty--legislativa-a-dalsi-informace-ve-vecech-prevence-rizikoveho-chovani--42434/

Authors:

Mgr. Andrea Matejkova - Regional Coordinator of Prevention

+ regional team of prevention methodologist in pedagogical-psychological counselling

APPENDIX D

PART A: General information

1. Gender

    □ Male   □ Female

2. Grade of the school

    □ Pre-primary school   □ Primary school

3. Total number of years of service

    □ From 0 to a 1 year   □ From 1 to 3 years   □ from 4 to 10 years   □ from 11 from 20 years   □ Over 21 years

4. Year of the last professional update / training experience

    □ 2018   □ 2017   □ 2016   □ 2015   □ 2014   □ 2013   □ before the 2013

PART B: Expectations about training

1. Do you think the updating / training activity is useful for your work?

    □ Yes   □ Quite   □ A bit   □ No

2. What training methods do you find most useful and functional?

    □ Classroom training with teachers / experts accompanied by focus groups

    □ E-learning

    □ Lessons and group work

    □ Self-updating through books and materials that come from research

3. Were you satisfied with the last update / training activity in which you participated?

    □ Yes   □ No

3.1 (if the answer is NO) The causes of dissatisfaction with the last update / training activity are due to:

	MUCH	QUITE	A LITTLE	NOWAY
Inadequacy of teachers / expert trainers				
Inadequacy of contents				
Excessively theoretical approach				
Poor involvement of participants				

4. What was the topic of your last training experience? _____

5. How useful do you think the update / training activity is in each of the following areas?
   (1= Much, 2= Quite; 3= A little; 4= Noway)

METHODOLOGY AND DIDACTICS AREA

1	2	3	4

PSYCHOPEDAGOGIC AREA

1	2	3	4

RELATIONSHIP AND COMMUNICATION AREA

1	2	3	4

4 Within the psycho-pedagogical area, do you think it is useful to have an update on emotional intelligence?

    □ Much   □ Quite   □ A little   □ Noway

5. Could be useful to attend a training to cope your emotions to face your students' emotions?

    □ Much   □ Quite   □ A little   □ Noway

6. Within the psycho-pedagogical area, do you think it would be useful to have an update on the prevention of juvenile discomfort, in particular the prevention of pathological addictions (drug addiction, Internet addiction, alcoholism, gambling addiction, ...)?

    □ Much   □ Quite   □ A little   □ Noway

The following questionnaire was created to find out opinions regarding the issue of emotional intelligence and pathological addictions. There are no right or wrong answers. We are interested in your opinion.

7. In your opinion, which of the following characteristics can be considered part of emotional intelligence? (more answers are possible)

□ Communicate clearly and accurately

□ Be aware of own emotional states

□ Be able to drive and motivate oneself to achieve own goals

□ Recognizing the emotional states of others

□ Emotional Self Control

□ Being able to cooperate and work effectively in a group

□ Knowing how to read social situations carefully

□ Manage strong emotions (positive and negative)

□ Put yourself in the other's shoes

□ Correctly expressing own emotions according to the contexts

8. In your opinion, which of the following risk factors can lead to pathological addictions to the future? (more answers are possible)

□ Affective and relational instability within the family

□ Inability to tolerate frustration

□ Little interest towards school

□ Inability to defer pleasure

□ Poor support from teachers

□ Compulsive search for new emotions

□ Low presence of protective social systems

□ Poor self-esteem

□ Low school performance

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9. Please indicate how much you agree or disagree with each of the following statements.

	Strongly in agreement	In agreement	Neither in agreement nor in disagreement	In disagreement	Strongly disagree
The development of emotional skills reduces risky behaviours (such as drug use, marginalization and violence).	☐	☐	☐	☐	☐
The social benefits of emotional intelligence begins in early childhood.	☐	☐	☐	☐	☐
Kids with higher emotional intelligence make less use of alcohol and tobacco.	☐	☐	☐	☐	☐
A greater emotional intelligence is useful in limiting the risks arising from the abuse of hyper-connected (social media, smart phones, ...).	☐	☐	☐	☐	☐
Higher Emotional Intelligence helps children to make more sophisticated, complex and socially responsible decisions.	☐	☐	☐	☐	☐
Only the family can support children in the formation of their emotional intelligence.	☐	☐	☐	☐	☐
The school has an important role to play in the formation of children's emotional intelligence.	☐	☐	☐	☐	☐
Emotional intelligence should be taught through extracurricular activities.	☐	☐	☐	☐	☐
Emotional intelligence should be included in the curricular educational activities.	☐	☐	☐	☐	☐

10. If there is an emotionally difficult situation that needs to be discussed and solved, are you willing to do it immediately, even if it is not your "class"?

☐ Yes   ☐ No

11. Do you feel any discomfort to manage your students' emotions?

☐ Always   ☐ Often   ☐ Sometimes   ☐ Never

11.1 **(if the answer is always or often or sometimes)** Which are the emotions that causes your discomfort? (max 3 answers are possible)

☐ Anger

☐ Happiness

□ Sadness

□ Fear

□ Surprise

□ Disgust

□ Enthusiasm

□ Guilt

□ Shame

□ Jealousy

□ Envy

□ Other

12. What do you consider to be the most important for your teacher's work? - evaluate each item separately as at school (1= most important, 5= least important)

	1	2	3	4	5
Ability to empathize with other people	□	□	□	□	□
Ability to recognize your emotions	□	□	□	□	□
Ability to control your emotions	□	□	□	□	□
Ability to express your emotions	□	□	□	□	□
Ability to motivate yourself	□	□	□	□	□
Ability to adjust your behavior to other people's emotions	□	□	□	□	□

13. What do you consider to be the most important for your pupils and where do you direct them? - each point is rated separately as at school, 1 most important, 5 least important

	1	2	3	4	5
Ability to empathize with other people	□	□	□	□	□
Ability to recognize your emotions	□	□	□	□	□
Ability to control your emotions	□	□	□	□	□
Ability to express your emotions	□	□	□	□	□
Ability to motivate yourself	□	□	□	□	□
Ability to adjust your behavior to other people's emotions	□	□	□	□	□

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