Nuances
Estudos sobre Educação

THE DEVELOPMENT OF SOCIO-EMOTIONAL COMPETENCES IN BASIC EDUCATION STUDENTS AS A FORM TO COMBAT BULLYING IN SCHOOLS

O DESENVOLVIMENTO DAS COMPETÊNCIAS SOCIOEMOCIONAIS EM ALUNOS DA EDUCAÇÃO BÁSICA COMO FERRAMENTA DE COMBATE AO "BULLYING" NAS ESCOLAS

EL DESARROLLO DE HABILIDADES SOCIALES Y EMOCIONALES EN LOS ALUMNOS DE EDUCACIÓN BÁSICA COMO HERRAMIENTA PARA COMBATIR EL ACOSO ESCOLAR EN LAS ESCUELAS

Tania Facchini RICCI[1]
José Anderson SANTOS CRUZ[2]

ABSTRACT: Bullying is now considered a public health problem that is growing worldwide. Despite the existence of legislation in Brazil for years trying to combat this practice, schools still lack support and guidance on how to implement a program and how to deal with cases of bullying. According to BNCC, we can understand that a possible way to combat these cases is to develop socioemotional competence in students, but often schools still believe that developing values that contribute to the student's moral education is the sole responsibility of the family. The objective of this research was to investigate, through a systematic review, how programs using socioemotional skills development to combat school bullying worked, what skills they developed and especially if those skills were related to cases of bullying, towards identifying which ways are effective to combat school violence and how it reflects on the society in which we live. It is possible to conclude that the development of socioemotional skills brings benefits beyond the school violence prevention since it also contributes to the students learning and life beyond school.

KEYWORDS: Bullying. Socioemotional skills. School intervention programs. School violence. School environment.

***RESUMO**: O bullying hoje é considerado um problema de saúde pública que cresce em todo mundo. Apesar de existir legislação no Brasil há anos tratando do combate a essa prática, as escolas ainda carecem de apoio e orientação sobre como implantar um programa e de que forma tratar os casos de bullying. À luz da Base Nacional Comum Curricular [BNCC] podemos compreender que um caminho possível para combater esse problema é desenvolver competência socioemocional nos alunos, porém muitas vezes a escola ainda acredita que*

[1] Municipal Department of Education (SME), São Sebastião – SP – Brazil. Pedagogical Coordinator at the Municipality of São Sebastião. Specialist in School Management (USP/ESALQ/PECEGE). ORCID: https://orcid.org/0000-0002-3493-0543. E-mail: tania.ricci@educa.saosebastiao.sp.gov.br

[2] Continuing Education Program in Economics and Business Management (PECEGE) (ESALQ/USP MBAs), Piracicaba – SP – Brazil - Associate Professor. Doctor in School Education, São Paulo State University - Faculty of Science and Letters FCLAr/Unesp. Deputy and Executive Editor of RIAEE. Editor of Editora Ibero-Americana de Educação. Editor and Technical Advisor for journals. ORCID: https://orcid.org/0000-0001-5223-8078. E-mail: andersoncruz.unesp@gmail.com

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desenvolver valores que contribuem para a formação moral do estudante seja uma responsabilidade exclusiva da família. O objetivo desta pesquisa foi investigar, por meio de uma revisão sistemática, de que forma programas que utilizaram o desenvolvimento de competências socioemocionais para combater o bullying escolar trabalharam, que competências desenvolveram e em especial se essas competências de fato se relacionaram aos casos de bullying, a fim de identificar quais caminhos são eficientes para combater a violência escolar e de que forma isso reflete na sociedade em que vivemos. Foi possível concluir que o desenvolvimento de competências socioemocionais pode trazer benefícios que vão além da prevenção da violência escolar, contribuindo também para a aprendizagem e para a vida dos alunos além da escola.

***PALAVRAS-CHAVE**: Intimidação sistemática. Habilidades socioemocionais. Programas de intervenção escolar. Violência escolar. Clima escolar.*

***RESUMEN**: El acoso escolar se considera actualmente un problema de salud pública que está creciendo en todo el mundo. Aunque en Brasil existe desde hace años una legislación para combatir esta práctica, las escuelas siguen sin tener apoyo y orientación sobre cómo aplicar un programa y cómo tratar los casos de acoso. A la luz del BNCC podemos entender que una posible forma de combatir este problema es desarrollar la competencia social y emocional de los alumnos, pero a menudo la escuela sigue creyendo que desarrollar valores que contribuyan a la formación moral del alumno es una responsabilidad exclusiva de la familia. El objetivo de esta investigación fue investigar, a través de una revisión sistemática, cómo funcionaban los programas que utilizaban el desarrollo de habilidades sociales y emocionales para combatir el acoso escolar, qué habilidades desarrollaban y sobre todo si estas habilidades se relacionaban de hecho con los casos de acoso, con el fin de identificar qué formas son eficientes para combatir la violencia escolar y cómo se refleja esto en la sociedad en la que vivimos. Se pudo concluir que el desarrollo de habilidades sociales y emocionales puede aportar beneficios que van más allá de la prevención de la violencia escolar, contribuyendo también al aprendizaje y a la vida de los alumnos más allá de la escuela.*

***PALABRAS CLAVE**: Acoso escolar. Habilidades socio-emocionales. Programas de intervención escolar. Violencia escolar. Clima escolar.*

Introduction

The growth of bullying in schools has attracted the attention of educators for years. The negative impact on learning and the consequences for victims, aggressors and witnesses have been the subject of studies in different areas to understand what is involved in this type of violence and what can be done to reduce cases and reduce damage.

In Brazil, two out of ten students say they are bullies. These are adolescents who declare that they have insulted, mocked, hurt, intimidated or made fun of one of their

schoolmates in such a way that he has been hurt, annoyed, offended or humiliated (IBGE, 2016).

In an attempt to minimize bullying in the school environment, in 2015 the Federal Government launched the Program to Combat Systematic Intimidation, Law No. 13,185 (BRASIL, 2015).

It was the first national law to prevent and combat the practice of bullying in the country. The program determines that all educational establishments must develop measures for the diagnosis, prevention and containment of this phenomenon. This law gave rise to the amendment to article 12 of the Education Guidelines and Bases Law [LDB], Brazil (2016), which included the responsibility of schools to combat bullying and promote a culture of peace.

Although public policies have been created to try to stop the advance of this violence, there is a lack of guidance on how to combat this. Schools have been committed to creating programs, elaborating prevention campaigns, including the theme in their Pedagogical Political Project, but little is known about what actually works.

Most cases of bullying still are treated at school as indiscipline, incivility and it is important that we start looking at the problem where it begins, in the person, in the private sphere. Belittling, undervaluing or attacking someone is a form of disrespect, so we can consider bullying as a moral problem, and morality is not developed with prohibitive policies. Morality is part of the subject's construction of values and, therefore, it can be learned (TOGNETTA *et al.,* 2017).

Today, it is still discussed whether or not this type of training of the individual is part of the scope of the school. There are those who argue that the school should focus its efforts on cognitive skills leaving the formation of the subject to the family. The National Common Curricular Base [BNCC] (BRAZIL, 2016) clarified this issue when it brought, among the ten general competences that should be worked on in schools, three with a strictly socio-emotional approach: competence 8 - self-knowledge and self-care, competence 9 - empathy and cooperation and competence 10 – responsibility and citizenship.

Therefore, the development of socio-emotional skills by the school, the construction of moral values, the ethical formation of the subject can be the missing tools for bullying to be eradicated from the school environment, not simply by prohibiting or punishing those involved, but through the development of empathy, respect for others, ethics, thus creating a school climate less prone to any type of violence.

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The main objective of this research is to demonstrate that developing socio-emotional skills in basic education students is an efficient way to promote a culture of peace and minimize cases of bullying in the school environment. Therefore, as a secondary objective, to describe what they are and how programs to combat bullying have addressed the development of socio-emotional skills, presenting the result of this work to reduce bullying cases. Furthermore, it is intended to reflect on possible future benefits that the development of these skills can bring to the personal and professional lives of students.

Given this scenario, how can socio-emotional skills contribute to minimizing the practice of bullying in schools?

Materials and Methods

The research was carried out in a qualitative way, from a systematic review to survey already published studies addressing the topic of bullying, focusing on programs that use the development of socio-emotional skills through ethics and moral values.

This research method was applied to find answers to the question raised in a critical and reflective way, preventing the search from being carried out in a biased way considering only one point of view (COSTA; COUTO, 2014)

In order to broaden the search, descriptors were used to compose a "string", thus unifying the search procedures in the selected databases. For this purpose, the "string" "Bullying AND" (socio-emotional skills "OR" socio-emotional skills "OR" moral values "OR" ethics) was used.

The search was carried out in the Dialnet and Scielo databases and in the CAPES Periodicals Portal, using the topic 'bullying' *as an inclusion criterion.* After the search, the articles were analyzed by abstract and from there the exclusion criteria were defined in order to arrive at the articles that were used in this review.

Initially, 131 articles were located from the year 2011. After analyzing the abstracts, 105 articles were excluded, 32 of which dealt with bullying outside the school environment, 34 for not addressing the development of socio-emotional skills, 8 for dealing with other types of violence not characterized as bullying, 10 for being theses or books, 7 for not focusing on the student or dealing with a specific group of students, 14 texts not located, 2 repeated.

The research was a systematic review of the 26 selected articles. Among them, 12 articles will be the basis of this review because they are applied research on programs to

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combat bullying. The other articles – 14 – will be part of the theoretical framework of this research.

Results and Discussion

When it comes to bullying and combat programs, it's important to understand who those involved are. Victims, aggressors and witnesses have defined roles in these episodes of aggression and some factors influence the place that each one occupies.

Studies indicate that there are predominant aspects in the behavior of victims and aggressors, although it is not always possible to make this distinction, since most victims end up becoming aggressors (CARDOSO *et al.,* 2015).

This can occur because in general the victims find it difficult to impose themselves, to talk about how they feel - since this feeling tends to not be recognized and accepted by the group - and therefore they choose to attack to express all the suffering. These doubly involved teens may have increased their risk for mental health problems. Victims have a lower perception of quality of life, general mood and feelings, which may indicate that this group has greater financial limitations and few friendships.

Victims also have a low perception of well-being concerning the following environments: home, school, neighborhood. The fact that they study in a public school and/or live in a rural area are also factors that affect this perception (ALCÂNTARA *et al.,* 2019).

In addition to behavior, according to Collado and Atxurra (2013), demographic and social factors also influence the definition of these roles. Immigrants and people with disabilities are the least helped. Girls have greater responsibility to others and in high school this responsibility increases. Being male, younger, with worse socioeconomic conditions, such as children of uneducated mothers, who study in public schools and also work, are factors that are often present in victims. In addition to these, the unfavorable family environment, family aggression, lack of dialogue, mental suffering and regular use of tobacco are factors associated with the group of victims (MALTA *et al.,* 2019).

It is important to note that there is a weak target, victims are usually people who do not fit the established pattern. It does not mean, according to Tognetta, Martínez and Rosário (2014), that anyone who is not in the pattern is a victim of bullying, because as we have seen there are psychological factors involved. The victim, without realizing it, puts himself in this position because he feels fragile and does not face the aggressor, accepts the aggression because he sees himself different and even if he tries, he does not have the instruments

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capable of stopping the aggression. When asked to analyze situations of abuse, they attributed blame to the victim, showing dehumanization, revealing that they unconsciously feel deserving of receiving such aggressions.

The aggressor, on the other hand, has a negative and low association between the school environment and learning, a fact that may indicate that they do not have a good relationship with teachers and peers and have poor school performance. The age group between 13 and 15 years old has a higher prevalence of aggressors (CARDOSO *et al.,* 2015).

Self-image is also a factor that differentiates victims and aggressors. Adolescents who are victims of bullying tend to have lower body image satisfaction than bullies, who are generally satisfied with their image and are more popular in the classroom. Thus, body image and perception, as well as social position, influence and differ in the action of aggressors and victims in the bullying process (LEVANDOSKI; CARDOSO, 2013).

It is also possible to verify that the aggressors have an inverted hierarchy of values. For them, being recognized by the group as being good is more important than tolerance for differences, humility, mercy and generosity. This is part of the school culture. The moral issue and the lack of socio-emotional skills are factors that permeate these aggressions. In a survey conducted with adolescents in Brazil by Tognetta, Vinha and Martínez (2014), only 8.8% showed admiration for moral values that include themselves and others, while 17.9% refer to individualistic content. Bullies and their followers do not feel guilt or remorse, but indifference, pride and even joy when they report a bullying situation. Therefore, according to Górriz *et al*. (2011), have no motivation to modify their inappropriate behaviors.

It is easy to see that victims seek recognition of their value, but it is important to note that aggressors seek the same recognition, however, unlike victims, their hierarchy of values is inverted. They need to develop moral sensitivity within the school environment so that aggression is no longer seen as a joke (TOGNETTA, VINHA, MARTÍNEZ, 2014).

Students who do not participate in episodes of aggression (as aggressors, victims or witnesses) have more skills than those who are involved. Therefore, it is possible to state that the deficit in social skills is associated with participation in bullying episodes, Vilchis *et al*. (2015), in any of their roles.

Understanding who they are and why they get involved in bullying episodes is the first step towards developing specific combat actions. In parallel, it is necessary to think about the school's mission as a trainer of ethical citizens for the world. It is not possible to do this without working on the moral values of students, and the presence of bullying within

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institutions is proof that these values are not being learned by young people. This is the element that the participants of the aggressions lack. It is not with laws that this problem will be solved, but it is necessary to create environments in which respect is present so that it is possible to develop the ethics and moral values that are lacking (TOGNETTA; VINHA; MARTÍNEZ, 2014).

Therefore, it is necessary that each school has a project that works on ethical coexistence so that both aggressors, victims and witnesses can exercise their moral values through the practice of dialogue, respect for feelings, protagonism so that they are educated for tolerance, fighting the individualistic and competitive culture in the classroom. According to Tognetta *et al*. (2017), you cannot fight bullying without a project built collectively and intentionally, in a systematized way and with continuous actions in which moral coexistence is the main theme. It is worth emphasizing the importance of looking at victims, witnesses and also at aggressors who are often left out of the reception look, but need help to acquire the moral values they lack.

It is important that anti-bullying projects work on self-control, social skills, assertive communication, cooperative learning, relaxation and problem solving, as these are the skills that can help to improve coexistence between students (GONZÁLES; RAMÍREZ, 2017).

Taking care of oneself, self-care, knowing how to listen, interpret and issue relevant messages in different contexts and participate with civic and ethical awareness are the behaviors considered incompatible with violence and which, therefore, if well worked out, can be a great ally in the fight against aggression. school (VILCHIS *et al.,* 2015).

Another tool that proved to be effective for acquiring skills and resolving conflicts was school mediation, which must be carried out by students trained for this purpose. The effects of a school mediation program are felt in the lives of adolescents but also extend into adulthood. Adolescents who are trained to mediate do better in job interviews, Mateo (2018), in addition to increasing self-confidence and self-esteem, as they learned to have self-control over their emotions. It is also an effective tool in the work of ethics and citizenship. However, the conflict mediator must be aware of the victim's difficulty and be able to arouse her indignation (TOGNETTA; MARTÍNEZ; ROSÁRIO, 2014).

Knowing the profile of each of those involved, it is possible to create projects that work with each group according to their needs. According to Górriz *et al*. (2011), to try to change the behavior of the aggressors, the focus should be on the humanization of the victims. Victims, on the other hand, need to learn coping strategies from the aggressors, gaining

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confidence to feel that they can resolve the conflict on their own. With the witnesses, moral principles and empathy need to be worked on, with stimulation of critical thinking, so that they can decide for themselves without feeling the pressure of the group of aggressors.

However, it is not enough to create a project with only students. According to Tognetta, Martínez and Rosário (2014), it is essential that they get involved and be the protagonists of the action, through democratic spaces of dialogue. However, these projects must include the entire school community (teachers, staff, parents) so that they are trained within a culture of non-conflict. Combining learning processes with projects for the community, it is possible to create attitudes and values allied to a social commitment: learning to be competent by being useful to others (OIARBIDE; ZUBELDIA, 2018).

For this to become a reality, it is necessary to talk about teacher education. If we want students to be empathetic and teachers to be aware of situations to also serve as mediators of conflict, it is urgent to think about the development of socio-emotional skills of the teacher in the first place, which can be done through a training project. A survey carried out with a group of professors by Vaquier *et al*. (2020) pointed out that 20% to 30% of teachers demonstrate a low or very low level of empathy. Many do not even know about the characteristics of bullying, some still see it as a joke, without realizing that the school is the environment in which ethics must be taught and that the classroom is not just a place to teach content, and that creating a healthy environment, with good coexistence, is the responsibility of the school and the teacher (TOGNETTA; VINHA; MARTÍNEZ, 2014).

That said, we start with the analysis of selected programs to combat bullying that use the development of socio-emotional skills to improve the school climate. Of the programs, 2 were carried out in Brazil, 2 in Chile, 1 in Colombia, 4 in Spain, 1 in Portugal and 1 in Peru. Among the 12 programs analyzed, 4 of them carried out interventions with students only, 3 with students, teachers and managers, 1 with teachers only and 4 with students, teachers and the school community including the family. Ten programs worked with students aged between 9 and 17 years and 2 of them included students from 4 years old. In all, 4,553 students were surveyed, 146 parents or guardians and 134 educators. Of these studies, 4 worked with an experimental and control group, comparing the skills acquired between the groups that participated in the program and those that did not. The rest of the research used pre- and post-implementation forms for the program to assess the gain in previously defined and evaluated competencies.

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In Córdoba, Spain, Casas and Martín-Criado (2019) researched the effects of the Student Helper Program that trained teachers and students in skills such as social competence, emotional education, conflict analysis and resolution, active listening, empathy, neutrality, assertiveness, negotiation, types of thinking and team decision making. The work was done through peer support and the students had the objective, after training, to mediate cases of bullying. After research with an experimental and control group, it was observed that the students who underwent the training were perceived as motivated and competent to perform the support and help functions in the cases in which they are involved. The dimensions that showed the greatest differences were: pro-sociality, social adjustment and normative adjustment. Students who participated in the program perceived themselves to be more capable of modulating their emotions, changing the way they think about a situation and, thus, transforming it into a positive attitude. Still in the experimental group, there was an improvement in school performance that was not observed in the control group.

Bernal *et al*. (2019) also evaluated, in Spain, the Coexistence and Emotional Intelligence Program, which trained students aged between 12 and 13 in emotional management, self-knowledge, communication, empathy and group relationships. Using questionnaires before and after the implementation of the program, it was evaluated that there was a decrease in the frequency of aggressions, an improvement in the awareness and severity of the aggressions and in empathy. He highlighted, however, that there was no change in self-concept. Among the benefits obtained after the implementation of the emotional intelligence program, it is worth highlighting the impact it had on the development of motivation, essential throughout adolescence, as it encourages the student to do something for a reason; in this case, he contributed to the improvement of coexistence in his classroom. Based on the analysis of the results, he concluded that the idea of promoting the development of emotional intelligence as a tool to improve coexistence is a proposal that seems correct, and should be encouraged from childhood, to provide students with emotional skills and tools that will be decisive in facing adult life.

The Cyberprogram 2.0, also applied in Spain with students between 13 and 15 years old, was the object of research by Landazabal and Valderrey (2014). The program worked on social skills, empathy, active listening, strategies to control anger/impulsivity, constructive ways to resolve conflicts and tolerance to accept the diversity of opinions. The research was carried out with an experimental support group and a decrease in face-to-face bullying victimization behaviors was observed; and an increase in several positive social behaviors,

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such as social compliance, helping-collaboration, security-firmness, and prosocial leadership behaviors in the experimental group relative to the control group that did not participate in the program. In addition, it was observed that girls developed more skills than boys. The set of results allows us to emphasize the importance of implementing, in childhood and adolescence, programs to promote socio-emotional development, improve coexistence and prevent/reduction of violence.

The Literacy and Emotional Regulation Program [AEMO] instructed teachers to conduct sessions with students. The skills worked were the management of emotions. Students aged 12 to 18 years old participated in the pre and post program questionnaires, which also included a control and experimental group. According to research by Albaladejo-Blázquez *et al*. (2016), there were significant improvements in the following dimensions of socio-emotional skills: awareness and emotional regulation, empathy, autonomy and relationship with parents, social support and relationship with peers and the school environment. In addition, students who participated in the program are increasingly less involved in violent and/or bullying behaviors. The data obtained show that the AEMO program, in its second year of implementation, has had a relevant impact on the student body, both by reducing the student body in the different roles of school violence and by improving the relationship with parents and friends (peers). This indicator is linked to the improvement of autonomy, emotional awareness, emotional regulation and empathy of students participating in the program. The AEMO program contributed to the improvement of social situations within the group, but it is necessary to sensitize the teaching team before starting them, as well as to include the family in the work of awareness and information about the results, in order to prevent problems of coexistence. schools in the centers and to promote better relations between all groups in the educational community.

In Peru, the program *Let's develop social competence to live in harmony with others* was evaluated by Sampén-Díaz *et al*. (2017). In 15 weekly 90-minute sessions, teachers and students aged 12 to 16 were trained to develop interpersonal relationships, respect and tolerance for differences. Questionnaires were applied before and after the implementation of the program in a control and experimental group and positive results were observed concerning school abuse, interest in learning and social competition. Taking into account the qualitative and quantitative evidence, it is concluded that the prevention program applied was effective for the development of the proposed learning framed in social competence. The students integrated skills, knowledge and attitudes to learn to live together in the classroom,

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with a better disposition to dialogue, express their ideas and feelings assertively, know how to understand and put themselves in the shoes of those who suffer and who need help, in order to offer friendship and solidarity in situations of school abuse. It is important to emphasize in this study that any educational intervention that aims to improve coexistence is useless if families are not considered, so that together we teach how to live better with others, thus building healthy schools and families in a framework of respect for the person. The organization of a rigorous educational action should aim to promote and develop the learning of social skills to prevent abuse at school.

In Portugal, 2 programs were evaluated. The Bullying program, not at my school! was researched by Guerreiro and Fernández (2015), and worked with students between 12 and 17 years old on the skills of self-knowledge, self-management, social awareness, interpersonal relationships, responsible decision-making in 20 sessions of 45 minutes each. Using questionnaires before and after the implementation of the program, it was observed in the sample of 132 students that there was an improvement in all the skills covered and significantly in interpersonal relationships. The observed results reveal that the learning of socio-emotional skills, aimed at improving skills in young people, play an important role in promoting all socio-emotional skills under study. The data obtained suggest that, with the acquisition of these skills, students improve interpersonal relationships, although there were no further studies 6 months after the implementation of the program to assess the change in bullying behavior after the skills were acquired and consolidated.

Mendes (2011) researched the results of the School Antiviolence program, which worked with teachers, parents and students from 9 to 17 years of age on self-control and interpersonal relationship skills with the aim of increasing the repertoire of responses, making individuals able to decide and choose for the best attitude in the face of a tense situation such as that experienced in cases of violence. The training was divided into 3 meetings with families (with the participation of only 5% of the families invited), 20 hours of teacher education and weekly meetings of 90 minutes, for 18 weeks, with students. Questionnaires were applied before and after the implementation of the program and it was found that there was an overall reduction in school violence. The evaluation of the prevalence of bullying and vandalism behaviors initially carried out, allowed, on the one hand, to confirm the existence of a high rate of violence in the population studied and, on the other hand, to build an intervention program adjusted to the reality found, whose results were quite positive, as we were able to verify when they were presented. The study demonstrated the efficiency of

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integrated and multidisciplinary work, with the nurse as a key element in detecting situations that can affect the health of students. After the conclusion of the project, the school created a service space for students who were victims or recurrent aggressors, which has the support of the school psychologist and teachers and is still in operation.

In Colombia, the Multicomponent *Aulas em paz* program used theoretical and practical tools on bullying, critical thinking, social imaginaries and non-violence in meeting with parents, holding coexistence, workshops, lectures and training with parents, teachers and students from 11 to 14 years old. In 2016, Monje (2016) evaluated the impact of the program using pre- and post-implementation questionnaires that found that, after implementing the proposed actions, the frequency of harassment cases decreased considerably. During the meeting, parents confirmed that they do not participate in their children's school life as they should. Among the contributions left by this study is the use of interventions as an opportunity to strengthen the development of citizenship skills. It is important to go beyond these limits of time and space so that those citizens who are in the process of training in schools understand, with their critical thinking, that social imaginaries can be transformed. It also helps them to understand the need to act autonomously, ethically, in solidarity and in a positive way, both in the social, political and economic spheres, as well as in the public and private spheres, so that, in this way, in articulation with others, they can build a peaceful society. and democratic in which each of its members is respected and accepted in their diversity.

In Chile, Orrego *et al*. (2013) researched the Socio-Emotional Learning Program, which targeted teacher education, and then evaluated the impact this has on students. For a year and a half, teachers were trained in the paradigm of emotional intelligence in children; socio-emotional learning in a school context; school climate and social coexistence; family: how to empower parents in socio-emotional development; importance of bonds in socio-emotional learning; socio-emotional development and teacher well-being; school bullying and socio-emotional development; resilience and emotional learning; recognize positive and negative self-esteem; and crises: characteristics, impact and support. In addition, the program reinforced others already implemented that focused on working with parents and students. Pre and post implementation forms of the program were adopted and it was detected that there was an improvement in students' self-esteem and learning levels. It was concluded, therefore, that the work with the teachers' self-esteem is reflected in the students, including the improvement of learning levels. The sample consisted of 103 students aged 5 to 13 years. The

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work lasted 18 months and showed that teachers can be good agents for the socio-emotional development of their students, becoming significant people during the process of training and developing the self-esteem of children and adolescents. The results show that teachers trained in socio-emotional development, while committing to the integral development of their students, increase their self-esteem. Teachers showed interest in training social-emotional learning and evaluating their students. The increase in the self-esteem of teachers and students creates more positive bonds between them, a healthier school coexistence, a more effective management of classes and an improvement in the school climate, which affects student performance, improving academic results.

Finally, in Brazil 2 programs were reviewed. Building Adolescent Resilience: A Bioecological Approach and the Anti-Bullying Health Education Program [PATES]. The first researched, by Sakuma and Vitalle (2020), worked on the skills: self-confidence, self-control, body reading, context analysis, how to conquer and keep people, empathy, optimism and meaning of life through Interactions and Dialogues; Games and Dynamics; Metaphors and Stories; Daily Activities and Challenges; Positive references with parents, educators and students aged 11 to 18. It was observed that the involvement of parents and educators in the process of promoting adolescent resilience acted as reinforcing factors.

The second program evaluated by Brandão Neto *et al*. (2020) focused on encouraging youth protagonism in students between 13 and 16 years old. This was done through 4 meetings of 2.5 hours each. In the end, the adolescents perceived the protagonist as the one capable of influencing positive changes in the school context, exercising a leadership role and assuming a critical stance in the face of reality. With this study, it was possible to engage adolescents in a set of strategies that enhanced their broad participation in training spaces, committed to critical and reflective dialogue, without losing sight of the appreciation of the specifics, interests and expectations of the group. By encouraging student protagonism, electing adolescents as managers of anti-bullying actions, encouraging them to be the propellers of good attitudes, kindness and empathy, it was possible to notice their evolution in the critical reading of reality. They committed to the collective construction of knowledge, delving into tools of self-care and care for others in order to rescue lost values.

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Conclusion

As a result of this review, we can understand that in fact programs that work with the acquisition of socio-emotional skills of students have a positive result in improving the school climate. Few of the analyzed programs were concerned with measuring the reduction of bullying cases and, although it is possible to predict its reduction with the improvement of the school climate and the students' perception, it is important that other studies are carried out to measure the reduction or not in these cases. Another point to be evaluated and that none of the studies took into account is to analyze whether the socio-emotional skills acquired during the program could be observed after a longer period, since the questionnaires after the program implementation can be influenced by the mood of those who participated without bear in mind that this initial excitement may not necessarily reflect long-term behavior change, which is one of the goals of a job with social and emotional skills. In order for anti-bullying programs to not only have temporary results and to ensure that moral values have actually been instilled in the personality of students, it is necessary to assess how students who have gone through these programs behave over the years. Were they able to absorb and put into practice the teachings they learned? What impact do these school programs have on the adult lives of those who have gone through them? These are questions that still need to be answered. It is already possible to conclude that the involvement of the school community is essential for these programs to have the expected effect, so that in fact it is possible to teach moral values within the school. All adults around the students need to be committed to a climate of non-violence, so that it is possible to change the school culture, which today exalts aggressors. It is a paradigm shift and this change cannot be made without everyone's participation. Teachers and school staff need to be trained to become conflict mediators, parents need to understand their responsibility in their children's learning of ethics and moral values, students need to find a democratic, welcoming environment in which it is possible to put into practice leadership and learn to use the necessary tools to combat the violence that plagues our schools. In this way, as the school is a part of our society, we can predict that, by fighting violence within it, we will contribute to transforming the world into a more harmonious and emotionally healthy environment for everyone.

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