

EMOTIONAL EDUCATION WITH AND WITHOUT ADHD

Gallego, M.

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Emotional education emerged in the 1990s and has progressively acquired the relevance it deserves. Emotional education, as a differentiated construct, makes sense because of the important role that emotions play in the positive development and integral well-being of people and their impact on society as a whole. Within the progressive interest aroused by this topic, a great number of publications have been generated, most of the published works are destined to promote the implementation of interventions that encourage emotional education in academic environments, however, although there is a well-known need for co-education that involves both the family and the school, and a need for instructions in this regard for both groups, there are few publications that promote emotional education in the family environment, and even fewer that provide care focused on diversity.

In this context the publisher EOS has recently published the book "Emotional Education with and without ADHD" by Mar Gallego Matellán. The title announces the contents of the book: emotional education is necessary for people with and without ADHD and it offers

us emotional education guidelines that are equally applicable to people who do not have ADHD. Although the book is based on ADHD (Attention Deficit Hyperactivity Disorder), a neurodevelopmental disorder of high prevalence in the child and adolescent population that has received special attention from the international scientific community resulting in numerous publications, this paper addresses emotional education as a priority with abundant proposals for its practice, thus giving a response to the problems of emotional regulation that are manifested in the population with ADHD and in other groups that present similar symptoms.

The book begins by delving into the notion of emotional education and the importance of the acquisition of emotional abilities for the development of adapted behavior with which to perform satisfactorily in situations of social interaction. It also speaks of a "bidirectional relationship" that reveals the influence of the environment on the dysfunctional manifestations of ADHD and, therefore, on the ability of the context to cushion them. It goes on to expose the characteristics of children from a developmental perspective, ranging from childhood to adolescence, framed in different school itineraries, taking into account not only the salient features that accompany ADHD at each stage of the life cycle, but also the peculiarities that accompany all children in general, regardless of their condition. The goal is "that parents do not see all the behaviors of the child as pathological due to the fact that they have ADHD." Mar Gallego exposes the needs of the child, among which, in addition to the basic needs that accompany any human being,



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she defends the respect that children deserve, a respect that is often not properly considered by adults. She also makes particular reference to children's right to play, which has little presence in their tight schedules, claiming this right to play not as an essential tool of socialization in childhood, highlighting its inestimable contribution to the optimum development of the individual. The author mentions the need for psychological and psycho-pedagogical interventions as a necessary component in the treatment of ADHD, for which pharmacological treatment is often applied.

The importance of academic life in all children and adolescents is dealt with in a separate chapter. Mar Gallego dedicates this entire chapter to the school and calls for the necessary collaboration between the "school tutor and family tutor" providing precise instructions on how to strengthen the relationships between the school and the family. This chapter also deals with school bullying, a well-known occurrence in students with special educational support needs. Within the family life, the importance of the interaction between siblings is highlighted, underscoring the difficulties and frictions of fraternal relationships, which, although frequent, receive little attention in the literature. Mar Gallego does not focus exclusively on finding answers to the needs of children and adolescents in her book. She takes into account the needs of parents, with a chapter dedicated to them that fosters the necessary

practice of emotional self-education in adults. In this way it makes a call to the necessary involvement of adults as active agents who are efficient in the usual interventions with children and not just as mere administrators of resources.

The most extensive chapter is dedicated to tackling situations. In this chapter, intervention strategies are backed with empirical support, which educators can use to guide their actions. It refutes the frequent acceptance of punitive disciplines, arguing that another style of education is possible if those in charge of administering it are prepared to offer other educational options other than punishment as a habitual resource, warning that punishment inevitably entails collateral damages that act to the detriment of a desirable positive relationship. The book, clearly impregnated with the paradigm of positive psychology, offers resources both to the parents and to the practitioners, counselors and psychologists, who must advise them.

The prologue by Rafael Bisquerra endorses this work, which the author accompanies with an abundant bibliography that provides rigor to her contributions. Among the thought-provoking statements that appear in this book, one in particular stands out in which Mar Gallego calls attention to adults who play the role of educators or therapists: "The feelings of children and their emotional expression must be understood before being trained."

