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AGDISTIS

‘AGDISTIS’- EMOTIONAL INTELLIGENCE AND INTERVENTION IN NON-NORMATIVE BEHAVIOUR AND GENDER BULLYING

Training Pills

SOFT SKILLS AND EFFECTIVE COMMUNICATION

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Module overview

In Spain, interpersonal skills and effective communication from an LGBTIQ+ perspective are essential to foster an **inclusive and respectful environment**. Empathy and active listening are essential to understand and value the experiences and emotions of LGTBQ people and enable deeper and more authentic connections. **Cultural sensitivity** is essential to recognize diversity within the LGBTIQ+ community and avoid stereotypes and prejudices through the use of appropriate terminology. Respect and affirmation of gender identity, gender expression and sexual orientation are achieved through the correct use of pronouns and names, which are powerful forms of affirmation.

Effective communication also relies on the use of inclusive language that does not make assumptions about gender or sexual orientation and that respects all identities. Clarity and transparency in communication are essential to avoid misunderstandings and build trust. In addition, to create a safe and supportive environment, constructive feedback must be given in a respectful manner and must focus on the specific behavior or situation rather than the individual. Assertiveness is another important skill that allows LGBTIQ+ people to express their needs and opinions firmly and respectfully.

Module overview

To create a safe environment, comprehensive **policies** are in place **to promote equality and non-discrimination** and to protect against harassment and discrimination based on sexual orientation and gender identity. Diversity and inclusion training and education are essential to raise awareness and educate individuals about the realities and challenges of LGTBIQ communities. Additionally, specific resources and support will be provided to meet the needs of the LGTBIQ community, including support groups and access to comprehensive health services.

In summary the development of interpersonal skills and effective communication from an LGBTIQ+ perspective is considered an ongoing and essential process to **promote inclusion, diversity and mutual respect** in all sectors of society. Empathy, respect and continuous training are the pillars to create a more egalitarian and fair environment for all.

1 USE OF APPROPRIATE AND INCLUSIVE LANGUAGE IN EDUCATIONAL SETTINGS

Inclusive language has emerged as a powerful tool for promoting equality and diversity in a variety of contexts, including education. In Spain, this approach language is gaining increasing attention and adoption, especially in education primary and secondary. In addition, in line with the principles of inclusion, it is being paid attention also to the representation and integration of LGBTIQ+ content into the educational curriculum.

What is inclusive language?

Inclusive language seeks to avoid discrimination and promote equality using terms that do not exclude or perpetuate gender stereotypes or other forms of exclusion. It involves the use of language that recognizes and respects the diversity of identities of gender, sexual orientations and other characteristics of individuals.

In the educational context, inclusive language is focuses on the use of neutral and nonsexist terms to refer to students, teachers, and professors, as well as on the inclusion of content that reflects the realities and experiences of all students, including those who belong to the LGBTIQ+ community.

1. USE OF APPROPRIATE AND INCLUSIVE LANGUAGE IN EDUCATIONAL SETTINGS

The importance of LGBTIQ+ representation as part of the inclusive language

One of the most relevant aspects of inclusive language in the Spanish educational context is its relationship with the LGBTIQ+ community. The inclusion of terms and expressions that reflect different sexual and gender identities is fundamental to creating a welcoming school environment and safe for all students. In addition, a positive representation of the LGBTIQ+ community in language and educational content helps combat the stigma and discrimination that LGBTIQ+ people face in society.

Challenges and Opportunities in the Application of Language Inclusivity

Although inclusive language offers numerous advantages in promoting equality and diversity, its implementation in the Spanish educational context must also face significant challenges. Cultural resistance and the lack of resources, as well as inadequate training for educators, can hinder efforts to adopt more inclusive linguistic practices. However, with the right commitment and support, it is possible to overcome these obstacles and create more inclusive and respectful educational environments.

1. USE OF APPROPRIATE AND INCLUSIVE LANGUAGE IN EDUCATIONAL SETTINGS

Adoption and Resistance

While inclusive language is gaining ground in Spain and other countries, its adoption is not without controversy. Some critics argue that inclusive language is unnecessary or even confusing, while others see it as an essential tool for combating discrimination and promoting equality. In the field of education, this controversy is reflected in debates over changes to textbooks and teaching practices.

Resistance to the use of inclusive language in education can stem from various reasons, ranging from linguistic tradition to issues of perception and comprehension. Here are some reasons why certain individuals may oppose the adoption of inclusive language in education:

1. Matter of Tradition: Language is an integral part of a society's culture and tradition. Some people may resist linguistic change due to a strong emotional connection to traditional forms of expression. They view inclusive language as a deviation from established linguistic norms and may feel uncomfortable with this idea of change.

2. Perception of Complexity: Some people may perceive inclusive language as complicated or difficult to understand. The introduction of new forms of expression, such as the use of "@" or "x" to include non-binary genders, may seem confusing to those unfamiliar with these conventions. This perception of complexity can lead to resistance to change.

1. USE OF APPROPRIATE AND INCLUSIVE LANGUAGE IN EDUCATIONAL SETTINGS

3. Ideological Resistance: For some individuals, resistance to inclusive language is tied to deeply rooted ideological beliefs. They may view the promotion of inclusive language as the imposition of progressive or feminist ideologies and actively oppose the adoption of these linguistic practices for political or cultural reasons.

4. Lack of Awareness of the Importance of Inclusion: Sometimes, resistance to inclusive language simply arises from a lack of understanding of its importance in promoting equality and inclusion. Some people may not be aware of how language can influence the perception and treatment of marginalized groups, such as the LGBTIQ+ community, and may not see the need to change how they express themselves.

5. Hesitancy and Resistance to Change: Linguistic change, like any other cultural shift, can encounter resistance due to human tendencies of hesitance and the comfort of maintaining the status quo. Some people may oppose inclusive language simply because they prefer to stay within their comfort zone and avoid any type of change, even if that change offers significant social and cultural benefits.

1. USE OF APPROPRIATE AND INCLUSIVE LANGUAGE IN EDUCATIONAL SETTINGS

Integrating LGBTIQ+ content into the curriculum through inclusive language is an important step toward creating a school environment that promotes equality, diversity, and respect for all identities. Here are some ways that inclusive language can facilitate the integration of LGBTIQ+ content into the curriculum:

1. Use of Inclusive Terminology: The use of inclusive language in the educational curriculum is essential to ensure that all sexual and gender identities are represented and respected. This involves using neutral terms that do not assume heterosexuality or cisgender identity, as well as including expressions and pronouns for non-binary genders. For example, instead of using generic terms like "fathers" or "mothers," more inclusive terms like "families" or "caregivers" can be used. This subtle but powerful linguistic practice can help create a more welcoming and safe school environment for LGBTIQ+ students and their families.

1. USE OF APPROPRIATE AND INCLUSIVE LANGUAGE IN EDUCATIONAL SETTINGS

2. Incorporating LGBTIQ+ Content into Educational Materials: Inclusive language can also facilitate the integration of LGBTIQ+ content into the educational materials used in classrooms. This includes selecting textbooks, multimedia resources, and activities that reflect the experiences and contributions of LGBTIQ+ individuals throughout history and across various fields of knowledge. For example, in history lessons, LGBTIQ+ historical figures and their achievements can be highlighted, while in literature, works by LGBTIQ+ authors can be included.

Promoting Education on Dialogue and Diversity: Inclusive language can serve as a starting point for promoting dialogue and education on diversity in the classroom. By using language that acknowledges and respects the diversity of sexual and gender identities, educators can create spaces for discussions on topics related to sexual orientation, gender identity, and LGBTIQ+ history and culture. This not only raises students' awareness of human diversity but also fosters empathy, respect, and acceptance of differences.

1. USE OF APPROPRIATE AND INCLUSIVE LANGUAGE IN EDUCATIONAL SETTINGS

3. Teacher Training and Support: It is important to provide teachers with training and support to help them effectively integrate LGBTIQ+ content into the educational curriculum through inclusive language. This includes offering resources, materials, and training programs that address issues related to sexual and gender diversity, as well as guidance on how to appropriately and respectfully use inclusive language in the classroom.

Training educators empowers them to create a more inclusive and enriching school environment for all students, regardless of their sexual orientation or gender identity.

In summary, inclusive language plays a crucial role in integrating LGBTIQ+ content into the educational curriculum, as it promotes the representation and respect of all sexual and gender identities within the school setting. By using language that recognizes and celebrates diversity, educators can help create a more equitable, inclusive, and respectful learning environment for all students.

2 EMPATHY IN THE FIELD OF SEXUAL DIVERSITY

What is empathy?

Empathy is the ability to understand and experience the feelings, thoughts, and emotions of another person by putting yourself in their shoes and perceiving the world from their perspective. It is a fundamental skill for creating **meaningful connections with others**, as it allows us to understand their experiences, needs, and points of view. Empathy consists of being sensitive to the emotional states of others, showing understanding and concern for their experiences, and acting with compassion when necessary

There are several components of empathy, including:

1. **Cognitive Empathy:** This involves understanding another person's thoughts and feelings, being able to put yourself in their shoes, and seeing things from their perspective. It is the ability to perceive and grasp someone else's emotional situation.
2. **Emotional Empathy:** This is the ability to feel emotions similar to those of another person by understanding their situation. It involves sharing the emotions that another person is experiencing, such as sadness, joy, or distress, in an empathetic manner.
3. **Compassionate Empathy:** This is the ability to not only empathize with someone but also to act compassionately to help or support them in their situation. It goes beyond understanding others' feelings, focusing on offering help or support when needed.

Empathy is a crucial skill in human interactions because it helps us build stronger and more fulfilling relationships, and better understand the needs and perspectives of others. Moreover, empathy plays an important role in promoting understanding, tolerance, and mutual respect in society.

2. EMPATHY IN THE FIELD OF SEXUAL DIVERSITY

Empathy and Sexual Diversity

Sexual diversity is a reality in our societies, and understanding and accepting it are essential for promoting inclusion and respect in education. In this context, empathy plays a crucial role in helping students and educators understand and value the experiences and perspectives of people with different sexual orientations and gender identities. This document examines the importance of fostering empathy towards sexual diversity within educational settings, as well as strategies to promote a culture of inclusion and respect in schools.
Sexual diversity encompasses a wide range of identities and experiences that go beyond heterosexuality and cisgender identity. It includes sexual orientations such as homosexuality, bisexuality, and pansexuality, as well as non-binary gender identities like transgender and gender non-conforming individuals. It is essential to recognize this diversity and respect the identities and experiences of all people, regardless of their sexual orientation or gender identity.

The Role of Empathy in Education

Empathy, the ability to understand and share the feelings of others, is essential for promoting inclusion and respect in educational settings. By fostering empathy, students and educators develop a deeper understanding and appreciation for the experiences and perspectives of people with different sexual orientations and gender identities. This allows them to interact more effectively with peers, teachers, and educational staff, contributing to the creation of a safer and more welcoming school environment for everyone.

2. EMPATHY IN THE FIELD OF SEXUAL DIVERSITY

Strategies to Promote Empathy for Sexual Diversity

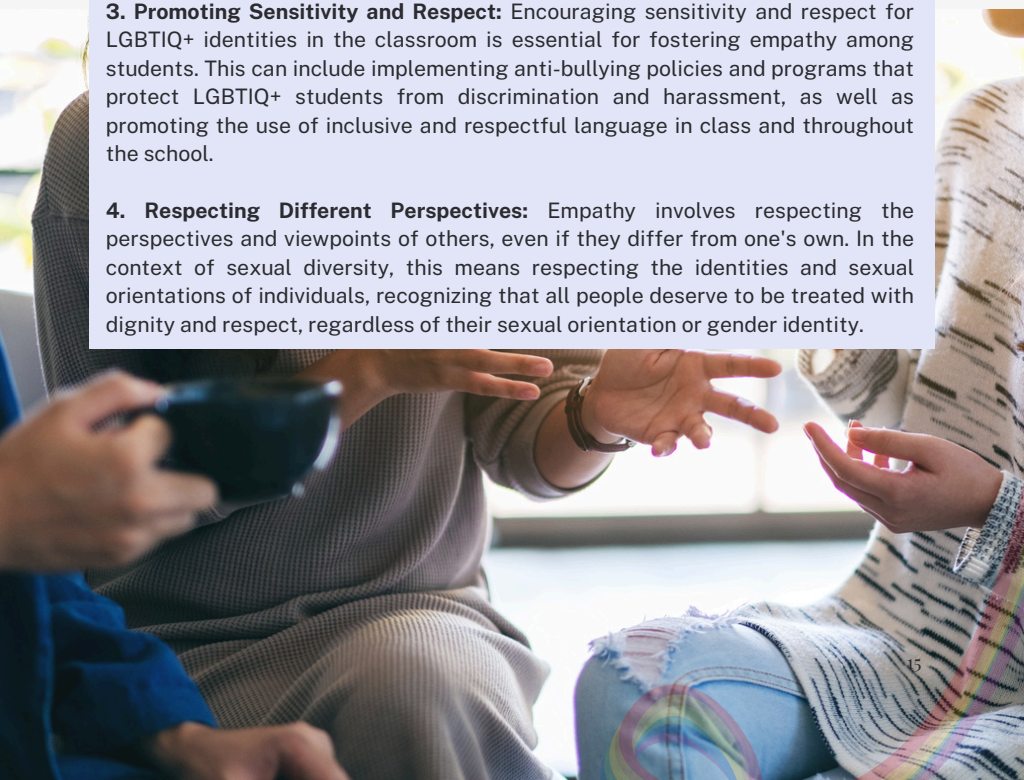
Promoting empathy among students toward LGBTIQ+ individuals is essential for creating a safe, inclusive, and respectful school environment.
Here are some specific strategies to foster empathy among LGBTIQ+ students:

1. Education on Sexual and Gender Diversity: Integrating education on sexual and gender diversity into the school curriculum is crucial for promoting empathy toward LGBTIQ+ students. This includes incorporating topics related to gender identity, sexual orientation, and LGBTIQ+ history and culture into subjects such as social studies, natural sciences, and citizenship education. Empathy involves showing support and solidarity with those facing challenges or discrimination. In the context of sexual diversity, this means supporting LGBTIQ+ individuals and taking action to promote equality and inclusion in schools, communities, and society as a whole.

2. Understanding Personal Experiences: Empathy involves understanding the experiences and emotions of others. In the context of sexual diversity, this means making an effort to comprehend the unique experiences faced by LGBTIQ+ individuals, including challenges related to gender identity, sexual orientation, and discrimination.

3. Promoting Sensitivity and Respect: Encouraging sensitivity and respect for LGBTIQ+ identities in the classroom is essential for fostering empathy among students. This can include implementing anti-bullying policies and programs that protect LGBTIQ+ students from discrimination and harassment, as well as promoting the use of inclusive and respectful language in class and throughout the school.

4. Respecting Different Perspectives: Empathy involves respecting the perspectives and viewpoints of others, even if they differ from one's own. In the context of sexual diversity, this means respecting the identities and sexual orientations of individuals, recognizing that all people deserve to be treated with dignity and respect, regardless of their sexual orientation or gender identity.



2. EMPATHY IN THE FIELD OF SEXUAL DIVERSITY

5. Creating Safe and Supportive Spaces: Establishing safe and supportive spaces for LGBTIQ+ students is essential for promoting empathy and emotional well-being. This can include creating support groups, LGBTIQ+ student alliances, and offering resources and services for students seeking guidance or support regarding their gender identity or sexual orientation.

6. Training Educational Staff: Providing training and resources on sexual and gender diversity to educational staff is crucial for fostering empathy among LGBTIQ+ students. Educators can benefit from workshops and professional development programs that address issues related to sexual and gender diversity, as well as best practices for creating an inclusive and respectful school environment for all students.

7. Promoting Leadership and Participation: Encouraging LGBTIQ+ students to take on leadership roles and participate in school life can help promote empathy among their peers. This can include providing opportunities for LGBTIQ+ students to lead and engage in extracurricular activities, school events, and community projects, allowing them to share their experiences and perspectives with peers and educators.

In conclusion, promoting empathy toward sexual diversity in education is fundamental to advancing equality, respect, and inclusion. By providing education on sexual diversity, fostering respect and tolerance, and offering training to school staff, educational institutions can play a crucial role in creating safe, welcoming, and respectful environments for all students, regardless of their sexual orientation or gender identity.

3 RESOLVING HOMOPHOBIC CONFLICTS IN THE CLASSROOM

Introduction

Addressing homophobic conflicts in the classroom is essential for creating **a safe and respectful environment** for all students. Homophobic conflicts can have profound and harmful consequences for both students and the overall school environment. Effectively addressing these issues is critical for promoting an inclusive, respectful, and secure educational setting for everyone.

According to various studies, the more traits a child or adolescent displays that are perceived as "of the opposite sex," the higher the likelihood that they will experience homophobic bullying, regardless of their sexual orientation.

Rivers (2004) found that 17% of individuals who had been victims of homophobic bullying in school exhibited symptoms that could be classified as post-traumatic stress disorder (PTSD) according to the DSM-IV. Additionally, 26% of those who had experienced homophobic bullying continued to be troubled by intrusive memories of these events while in school. Some had frequent nightmares related to these experiences, and about 9% reported having "flashbacks" or a sense of reliving those events while awake.

The focus should be on creating a climate where sexual diversity is respected and teaching adolescents that they have the right to express themselves and be respected. In this regard, there is often a fear of being "different." The concept of "different" is a relatively recent visualization, despite its presence in everyday life.

3. RESOLVE HOMOPHOBIC CONFLICTS IN THE CLASSROOM

How do these conflicts affect students?

Impact on emotional well-being: LGBTIQ+ students who are targets of homophobia may experience high levels of stress, anxiety, depression, and low self-esteem. Discrimination and harassment can significantly affect their emotional well-being and their ability to focus on their studies.

1. Hostile and unsafe environment: Homophobic conflicts create a hostile and unsafe school environment for all students, not just those directly affected. This can negatively impact students' ability to learn and develop properly.

2. Increased absenteeism: Students who face homophobic discrimination and harassment may skip school to avoid stressful or dangerous situations. This can affect their academic performance and weaken their connection to the school community.

3. RESOLVE HOMOPHOBIC CONFLICTS IN THE CLASSROOM

3. Deterioration of interpersonal relationships: Homophobic conflicts can damage relationships between students, creating divisions and hostility in the classroom. This can hinder teamwork, collaboration, and the development of healthy social skills.

4. Impact on academic performance: Students who face homophobic discrimination and harassment may struggle to concentrate on their studies and fully engage in the school environment. This can negatively affect their academic performance and future educational and professional opportunities.

5. Perpetuation of stereotypes and prejudices: Homophobic conflicts can reinforce stereotypes and prejudices against the LGBTIQ+ community, fostering intolerance and discrimination in society at large. This can have long-term effects on the broader social and cultural climate.

3. RESOLVE HOMOPHOBIC CONFLICTS IN THE CLASSROOM

Strategies for Inclusive Educational Discourse

1. Use gender-neutral language: Avoid terms like "boys" or "girls" and opt for neutral alternatives like "students."

2. Avoid stereotypes and biases: Be mindful of gender, race, sexual orientation, or other characteristics, and avoid reinforcing them through language.

3. Include diverse examples: Use examples and references that reflect the diversity of society, including different cultures, gender identities, sexual orientations, abilities, and socioeconomic backgrounds.

4. Promote mutual respect: Encourage respectful and non-discriminatory language among students, and address offensive or exclusionary comments constructively.

5. Raise awareness and provide training: Offer training on inclusive language to educators and school staff, as well as opportunities to reflect on their own linguistic practices.

In conclusion, using appropriate and inclusive language in education is essential to promote inclusion and equity. Educators have the power to shape how students perceive themselves and others, and it is crucial that they wield this power responsibly and thoughtfully. By adopting a mindful approach to language, educators can create an environment where all students feel valued, respected, and empowered to reach their full potential.

3. RESOLVE HOMOPHOBIC CONFLICTS IN THE CLASSROOM

In summary, homophobic conflicts in the classroom can have a **significant impact on emotional well-being, learning, social relationships, and the overall school environment**. It is crucial to address these conflicts effectively to ensure that all students can thrive in an inclusive and respectful educational setting.
Eliminating homophobic conflicts in the classroom is a shared responsibility involving various actors within the educational system and the broader community. Here's who needs to ensure this:

1. Educators and teaching staff: Educators play a fundamental role in promoting an inclusive and discrimination-free educational environment. They must be trained to recognize and address homophobia in the classroom, provide education on sexual and gender diversity, and promote respect and acceptance among students.

2. Principals and school administrators: School leaders are responsible for establishing clear policies and standards against bullying and discrimination, including homophobia. They must provide adequate support and resources to teaching staff and implement programs and activities to promote inclusion and diversity within the school.

3. Students: Students themselves have an important role in creating a safe and respectful school environment. They should be encouraged to speak out against bullying and discrimination, show empathy towards their LGBTIQ+ peers, and actively challenge homophobia and other discriminatory behaviors.

4. Parents and families: Parents and families also have a responsibility to support the elimination of homophobia in the classroom. They should educate their children on the importance of respect and inclusion, promote empathy and understanding for all individuals, and collaborate with the school to foster a safe and welcoming environment.

5. Community: The broader community, including religious leaders, non-profit organizations, government institutions, and other stakeholders, also plays a role in supporting these efforts.

4 INTRAPERSONAL AND INTERPERSONAL KNOWLEDGE IN A GENDER PERSPECTIVE

Intrapersonal and interpersonal knowledge with a gender perspective refers to the **understanding and awareness of one's own gender identity** and that of others, as well as the ability to interact respectfully and understandingly with people of different gender identities.

The intrapersonal and interpersonal perspective invites us to reflect on our gender-related beliefs and experiences and to develop the skills to interact respectfully and equitably with others from a broader and more sensitive understanding of gender dynamics.

Here is a more detailed explanation:

1. Intrapersonal Knowledge: This refers to understanding one's own gender identity, including feelings, thoughts, and experiences related to gender. It involves reflecting on how one perceives oneself in terms of gender and how this perception may influence self-concept, behavior, and interpersonal relationships. Intrapersonal knowledge also includes the ability to recognize and challenge internalized gender stereotypes and to develop an authentic and healthy gender identity.

2. Interpersonal Knowledge: This refers to the ability to understand and respect the gender identities of others and to interact effectively and compassionately with people of different gender identities. It involves recognizing and validating others' gender experiences and perspectives, as well as avoiding language or behaviors that may be exclusionary or harmful. Interpersonal awareness also includes being aware of how gender norms and expectations can influence social interactions and relationships and being willing to challenge gender-based discrimination and prejudice.

4. INTRAPERSONAL AND INTERPERSONAL KNOWLEDGE IN A GENDER PERSPECTIVE

The gender perspective in intrapersonal and interpersonal knowledge recognizes that gender is a complex social construct that influences all areas of people's lives. By developing a greater awareness and understanding of gender dimensions both within oneself and in relationships with others, it is possible to promote gender equality, inclusion, and mutual respect. This is particularly important in educational, work, and social contexts, where gender dynamics can affect people's experiences and opportunities.

Both concepts involve understanding and recognizing how gender influences our experiences and interactions with others. Here are some ideas to explore this topic:

1. Gender Self-Awareness: It is essential to understand how we identify and relate to our own gender. This involves reflecting on our beliefs, values, and experiences related to gender.

2. Sensitivity to Gender Differences: Recognize that people have different experiences and challenges based on their gender. This involves being aware of gender stereotypes and avoiding making assumptions about people based on their gender.

3. Empathy and Communication: Develop the skills to communicate respectfully and empathetically, taking gender differences into account. This includes active listening, validating others' experiences, and being open to learning from gender perspectives different from our own.

4. Respect for Gender Diversity: Acknowledge and respect the diversity of gender identities, including transgender, non-binary, and gender non-conforming individuals. This involves using inclusive language and supporting the rights and dignity of all people, regardless of their gender identity.

5. Promoting Gender Equality: Commit to challenging gender inequality and working towards gender equity in all areas of life, including work, education, politics, and personal relationships.

4. INTRAPERSONAL AND INTERPERSONAL KNOWLEDGE IN A GENDER PERSPECTIVE

Given this, we need to **address both dimensions to develop effective strategies.**

Focusing on intrapersonal knowledge, it is essential to take time to reflect on your own gender identity, beliefs and attitudes towards gender, and personal experiences related to gender. Ask yourself how gender has influenced your life and your relationships with others. Also, examine any internalized gender stereotypes you may have and work to challenge them. This involves critically assessing the **cultural and social messages about gender** that you have received and how they may influence your perceptions and behaviors. Some stereotypes can be challenging.

Finally, commit to **learning more about gender issues**, including the history of the feminist movement, concepts of masculinity and femininity, and the experiences of transgender and non-binary individuals. Read books, attend seminars, or participate in online discussions on the topic to enhance your ongoing education.

Regarding interpersonal knowledge, we must strive to practice **empathetic and non-judgmental listening** when interacting with people of different genders. Validate their experiences and feelings, even if they differ from your own. Also, use inclusive language that acknowledges and respects the diversity of gender identities. This includes using correct pronouns and avoiding assumptions about a person's gender based on their appearance or behavior. Promote gender equity to support gender equality in personal and professional relationships. This may involve supporting colleagues of all genders, challenging sexist behaviors, or participating in advocacy activities for women's rights and LGBTIQ+ rights.

Ultimately, work collaboratively with people of different genders to address gender issues and promote social change. Recognize your privilege, if you have it, and use your voice to amplify those with less power in society to build an alliance.

4. INTRAPERSONAL AND INTERPERSONAL KNOWLEDGE IN A GENDER PERSPECTIVE

Intrapersonal Conflicts

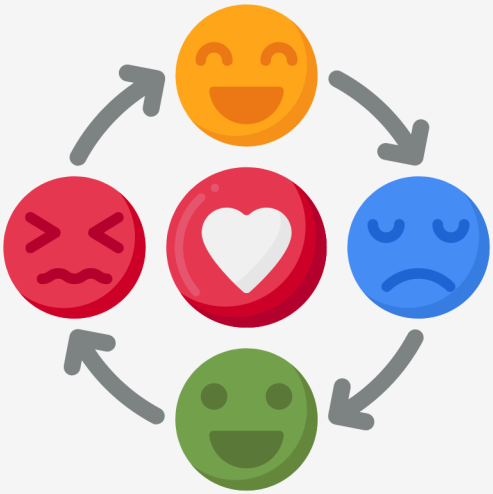
When conflicts related to gender perspectives arise in the context of intrapersonal or interpersonal dynamics, it is important to address them with sensitivity, empathy, and openness to dialogue. This may require self-reflection, honest communication, and a willingness to learn and grow both personally and in relationships with others.
Internal conflict can occur when our personal beliefs or values are in conflict with our actions or experiences related to gender. For example, we might face internal conflict if we identify as supporters of gender equality but find that we have inadvertently contributed to sexist behaviors. Intrapersonal conflicts can lead us to reflect more deeply on our beliefs and attitudes toward gender. This process can be challenging, but it can also lead to greater self-awareness and personal growth. These conflicts may generate feelings of guilt, shame, or confusion. These emotions can be difficult to manage, but recognizing and addressing them can be an important step in resolving the conflict.

4. INTRAPERSONAL AND INTERPERSONAL KNOWLEDGE IN A GENDER PERSPECTIVE

Interpersonal Conflicts

Gender-related misunderstandings can lead to conflicts in interpersonal relationships. For example, an insensitive comment about someone's gender can lead to a discussion or tension between the people involved. A lack of effective communication about gender issues can result in conflicts between individuals with differing perspectives or experiences.

Inability to express one's needs or understand others' experiences can lead to further disagreements. Conflict may arise when one person faces discrimination or prejudice based on their gender from another person. This can negatively affect the relationship and lead to resentment or hostility. Resolving gender-related interpersonal conflicts often requires negotiation and problem-solving skills. This may involve actively listening to the other person's concerns, collaborating to find mutually acceptable solutions, and committing to learning and growing together.



REMARKS AND CONCLUSIONS

In the field of education, it is increasingly necessary to address the needs required for the well-being of intrapersonal and interpersonal relationships.

According to Trianes & García (2002), the role of schools has traditionally focused on cognitive areas, almost completely neglecting the **socio-affective dimension of students' personalities**. They argue that to prevent problems in the classroom, it is **essential to provide a comprehensive education**.

It will be crucial to educate from the educational center on the psychological processes necessary to develop competent social and interpersonal relationships with oneself and one's environment. Traditional education should be engaged and focused on developing skills beyond the curricular ones, such as socio-affective and emotional dimensions.

For this reason, it is important to understand the specific characteristics of individuals considered undervalued compared to those deemed "normal." Therefore, strategies must be employed from a very young age to prevent immediate rejection based on stereotypes related to physical and social attributes.

In this sense, the contribution of this work provides an opportunity to better understand how people relate to one another in different social contexts and could offer practical tools to improve these relationships both individually and collectively.

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