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Emotional intelligence and relational practices with family in Early Childhood Intervention

ABSTRACT: The work in Early Intervention is necessarily directed to the child and his family. To improve the intervention and collaboration with the family, from appropriate relational practices, is a current concern in the discipline. The purpose of the study was to verify whether certain emotional intelligence skills, in professionals, may be linked to relational practices within families. A group of 420 professionals (composed of 25 men and 387 women) from 13 autonomous Spanish communities participated in the study. They completed two instruments: Trait Meta-MoodScale (TMMS-24) of the Salovey and Mayer research group, translated by Fernández-Berrocal and Extremera (2006); Inventory on Professional Practice in Early Intervention (IPPAT), created for this purpose. The results show that early intervention professionals perform relational practices in their interventions and possess high levels of emotional skills. However, we found significant differences in these relational practices based on their scores on the skills of emotional intelligence. The results are also discussed in terms of their implications for the training of future professionals in Early Childhood Intervention.

KEY WORDS: Early Intervention; emotional intelligence; relational practices; professional development.

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The regulation of inclusive education of students with intellectual disability: a pending reform

ABSTRACT: *Background:* Students with intellectual disability need good practices under holistic approaches regarding assessment and intervention for guaranteeing their right for inclusive education. These practices are settled in Spain by the state-level educational policies which are specified via the regulations developed by each autonomous community. The variety of regulations existing, demands its individualized and critic review with the aim of knowing if regulations offer scientifically-updated frameworks that support the decision making-process. *Method:* state-level educational policies and their developments in the regulations-in-force in each autonomous community that regulate attention to diversity have been analyzed using a checklist that includes the variables that define each stage of attention to diversity process and also the research-based models for assessment and intervention within the field of intellectual disability. *Results:* the attention to diversity aims assessment and intervention at organizational and curricular aspects and there is a lack of strategies regarding assessment and intervention in self-determination and quality of life, which are transcendental in the inclusion of students with intellectual disability. *Conclusions:* understanding of special educational needs in the regulations and the lack of developments related to the UN Convention on the Rights of Persons with Disabilities are barriers for inclusive practices regarding students with intellectual disability, being necessary adopting scientifically-based models of assessment and intervention in the development of legal frameworks that guarantee the inclusion and are aimed at the full development and improvement of quality of life of students with intellectual disability.

KEY WORDS: attention to diversity; legislation; normative; intellectual disability; supports; quality of life; rights.

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Exchanging experiences on online groups: analysis of the emotional state of the parents of children with disabilities

ABSTRACT: Knowledge about the physical state of the parents of children with disabilities is important for their well-being. The objective of this study aims to compare the emotional content exchanged in 460 messages sent to the online forums related to parents of children with disabilities according to the moment where the disability is acquired, 230 from parents of children with disabilities acquired from birth and 230 from parents of children with sudden acquired disability, and gender of these parents. The results of the multivariate analyzes of variance showed that the male parents of children with an impaired disability indicated a more negative emotional and mood state than the participants with acquired from birth disability. This suggests that the moment in which the disability is acquired is a factor that can affect the life satisfaction of parents of children with disabilities, therefore it is important to take into account in intervention programs.

KEY WORDS: virtual groups; parents of children with disabilities; LIWC; emotional state.

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Evidence-based focused interventions aimed at students with Autistic Spectrum Disorder

ABSTRACT: There is confusion among the teachers regarding the choice and implementation of psychoeducational practices for students with ASD. This paper's objective is present a set of 27 focused evidence-based practices that would conform the basis of individual intervention programs methodology or "eclectic technical programs" aimed at students with ASD, thus promoting greater chances of school success. For that purpose, we will focus from a "science to practice" approach, thus transferring science advance into the educational field.

KEY WORDS: Autistic spectrum disorder; psychoeducational intervention; evidence-based practice; technical-eclectic programs; intervention-based or focused practices; science-to-practice approach.

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Self-determination: exploring the autoperceptions of Chilean adults with Down syndrome

ABSTRACT: This research seeks to identify factors that influence the self-determined behavior of nine adults with Down syndrome. A descriptive and ex post facto study is presented through the application of the INICO-FEAPS Scale on Quality of Life in a semi-structured interview format. Quantitative and qualitative analyzes have been carried out, adopting a mixed model. Quantitative analyses showed significantly lower levels in the self-determination and rights domains. Qualitative analyses revealed the existence of contextual barriers derived from overprotection, together with individual, natural and professional support as facilitators of self-determination. These results underline the importance of achieving an adequate balance between the types and intensities of supports, to guarantee the desired personal results without reducing self-determination.

KEY WORDS: quality of life; intellectual disability; self-determination; Down syndrome; interview.