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## **Psychoeducation: an alternative for the management of aggression in primary schoolchildren**

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**Abstract**---The present study is methodologically based on the qualitative research paradigm. It allowed us to investigate, describe and evaluate the aggressive behavior of the students, the teacher's

educational styles, the tools used in these situations and the level of existing psycho-pedagogical improvement. The Ethnographic method was used, which made it possible to know the dynamics of the Caridad Pérez Pérez primary school, and the structural and functional aspects of the investigated group, made up of 9 subjects who belong to the personnel who are directly related to the schoolchildren, in the period of November 2023. – May 2024. The empirical methods used were observation, interview, documentary review and triangulation. Inadequacies were revealed in the educational work to manage school aggressiveness and the need to raise the level of psychopedagogical preparation of teachers. The viability of Psychoeducation was confirmed as a useful alternative for the teacher in the treatment of this behavior.

**Keywords**---psychoeducation, aggressiveness, teacher, school, educational work.

## **Introduction**

The school, as an institution, has the social mission of centralizing and intentionally directing educational influences for the comprehensive formation of the personality of the students. It is a formal space for socialization where different intellectual, affective and behavioral manifestations converge. In the teaching-learning process, the teacher is an essential socializing agent, who faces the challenge of preparing his students for life, contributing to the stable development of their personality, which is why the subjectivity of schoolchildren entails different challenges for students teachers, due to their diverse and unique character from the individual point of view.

One of the behavioral manifestations, which is of greatest interest to teachers and parents, is aggressiveness. In the research of (Machuca, 2016, 2022), on the socio-affective development of primary schoolchildren, aggressive behavior is considered as a maladaptive way of reacting caused by an unpleasant affective-emotional state, fundamentally generated by inadequate educational management that has a detrimental impact on the child in the development of his personality. Numerous investigations on the subject reveal that conflicts and maladjustments of young people have their origin in childhood. Its exacerbation responds to the inadequate and/or absent attention of parents to the child's aggressive behaviors, which can evolve into personality disorders and dissocial behaviors. This problem is intrinsically linked to the difficulties currently faced by primary schools, where pedagogues, psychologists, and sociologists from their branches of knowledge provide forms of treatment to adequately manage and prevent these manifestations in schoolchildren from becoming more acute.

In this sense, Psychoeducation is an effective tool to improve the teacher's guiding work and their ability to anticipate. This will allow them to project effective actions reflectively and creatively for behavioral change, through the participation of schoolchildren. Psychoeducational research and practice are nourished by the conceptions of researchers, such as: (Rogers, 1964) (Vigotsky, Calviño, 1998),

(Collazo, 1992), (González, 2000), (Recarey, Del Pino 2000). In the territory we can mention: (Suárez, Del Toro, Hodellín, Moncada, Cubela, 2004), (Machuca, (2016, 2019 and 2022) among others, who have contributed to the development of what many already recognize as a theory in the field of education, with a high level of application in many parts of the world.

These authors emphasize the need to continue strengthening the training process of schoolchildren and include Psychoeducation as content in the preparation of educators. For the primary school teacher, this is very important, as he is responsible for the educational influences, which constitute the foundation for the structuring of the child's personality at this stage.

In visits to the Caridad Pérez Pérez primary school as part of the actions of the research project: "Psycho-pedagogical intervention for the prevention of socially maladjusted behavior in communities in vulnerable conditions of the Guantánamo municipality" the presence of aggressive manifestations in schoolchildren of different degrees. As aggravating factors of this situation, insufficiencies were identified in: Pedagogical styles, differentiated educational attention, integration of the family with the school and level of psycho-pedagogical preparation.

This problematic situation in the professional practice of educators legitimizes the need to incorporate Psychoeducation as an alternative for the management of aggressiveness in schoolchildren, of the educational institution Caridad Pérez Pérez, hence the aim of this research: to establish theoretical and procedurally the viability of Psychoeducation for the treatment of aggression in schoolchildren of the Caridad Pérez Pérez educational institution.

## **Materials and Methods**

The present work responds to the qualitative research paradigm, which allowed us to investigate the dynamics of the Caridad Pérez Pérez primary school, in the Guantánamo municipality; during the period from November 2023 - May 2024, with the aim of corroborating the existing insufficiencies in the management of aggression in schoolchildren and determining the tools they need for their treatment. The method used is the Ethnographic, which allowed us to delve into the way of life of this institution and learn about its functioning, culture, norms, and forms of relationships.

35% of the teaching staff from the two teaching cycles were selected since aggressive behaviors were observed in students from different grades (2nd to 5th). With intentional sampling, the sample group was made up of 4 teachers, 2 pedagogical assistants, 2 head of cycle and the educational psychologist for a total of 9 subjects. The methods were used, and the analysis indicators shown in Table 1 were defined.

Table 1  
Methods and defined analysis indicators

Theorists	Empirical	Indicators
Analysis – synthesis	Scientific observation	Educational styles
Induction – deduction	Interview	Student-teacher relationship
Historical- logical	Document Review	Psychopedagogical preparation of the teacher
	Methodological triangulation (of techniques, information, temporal)	Ways to Overcome

### **Analysis and Discussion of the Results**

The deepening of the topic of Psychoeducation as an alternative for the management of aggression in primary schoolchildren requires addressing elements that are essential in this professional practice, such as: the psychopedagogical particularities of the child in the school stage, definition of aggressiveness and the function educational of the school.

#### *Psychopedagogical characterization of the child in the school stage*

The child's school stage runs from 5 – 6 years to 11 – 12 years. It is an important period for the development of personality based on the demands placed on the child by the activity and communication systems of the new social situation of development, based on the achievements achieved in the preschool stage. The diversity of ages that encompasses the school period requires the definition of achievements or objectives considering partial moments of development and the psychological peculiarities of the child at these ages. According to the Cuban School Model, the level of primary education is delimited as follows: 1st moment (1st and 2nd grades); 2nd moment (3rd and 4th grades) and 3rd moment (5th and 6th grades). The essential psycho-pedagogical characteristics of schoolchildren in each of these periods are summarized below:

#### **1st moment. First to second grade**

In these grades, the needs and motivations of the students are fundamentally related to the new development situation: the teacher, study and school life. The most important acquisitions take place in the reading and writing processes, as well as the knowledge of elementary calculation operations and primary notions about nature and society.

The teacher is very significant to the child, even more than his or her groupmates. Its permanent guiding action is essential to promote voluntariness, reflection and a conscious attitude in the learning and behavior of the student. This peculiarity requires a system of developmental influences that promote the self-esteem of students. Intentionally teach them the importance of learning to express their values, feelings, criteria, love and respect themselves, as an essential condition for loving and respecting others. Relationships with peers initially tend to be established through physical closeness, and later acquire a more selective character, requiring a lot of help from the teacher in its beginning and

development within the group. The game continues to have a special connotation; but it becomes more complex when it becomes a role-playing game, which varies in its duration, themes and content, taking on a more collective nuance. Regarding informal or non-institutionalized activities, the student begins to participate in his free time in extracurricular activities of various types (scientific, sports, cultural and recreational), which contributes to the development of varied interests.

### **2nd moment. Third to Fourth grade**

At these ages, the child acquires more experience, knowledge, and skills according to the achievements achieved in previous grades, although they still lack psychological maturity. The stimulation of thinking in integration with other psychic processes offers greater potential to reflect, synthesize and analyze the content to be learned in a more creative and independent way. There is a greater development of social and moral feelings (duty, friendship, patriotism, etc.) and the rules are more easily assimilated, with behavior being more self-regulated.

Based on the evolution in the assertive capacity, understanding and self-reflection, relationships with peers change significantly. They are more critical of their classmates, including the teacher. He acquires greater self-knowledge from the assessment that others make of him, although progress is evident in self-esteem, self-esteem, and personal projection.

He is more aware of problems at a personal, family and school level. In this direction, the teacher's guiding, personalized and systematic work is vital, because even when preference is lost for the child; You must maintain a bond of respect, empathy, affection and support with your students.

### **3rd moment. Fifth and sixth grades**

It is considered by some researchers that preadolescence begins at these levels, as the child reaches higher levels of reflective learning and the conscious assimilation of scientific and abstract concepts, which is expressed in skills such as comparison, classification, and argumentation. New moral, social, aesthetic, and intellectual feelings are structured that come together in a more self-regulated and independent behavior with respect to the rules, judgments, and opinions about what is moral, what is allowed, what is prohibited and why. Aspirations, ideals, and life projects acquire a higher level of generalization and have a notable impact on self-esteem. In this aspect, the teacher's approval is usually replaced by that of the group, whose acceptance influences the emotions and self-esteem of the student, although the opinion of parents and teachers is still important for their well-being. Experience more interest in sexuality and love between partners. The relationship between both genders is more selective.

This period requires a change in the methods, forms, and styles of education. It requires greater understanding, flexibility, independence, respect and consideration, given the biological, social, moral and psychological changes that are taking place in them. Most of the achievements that the child achieves require physical and neurological maturation; However, stimulation and social learning

are essential. If these phenomena do not occur adequately for the student, subjective alterations can be triggered that impact the different spheres of development. In this sense, aggressive behavior can be meant.

### *Childhood aggression*

When considering the term aggressiveness, it refers to a set of patterns of violent activity, with varying intensity. It contains elements of attack, withdrawal, and self-protective behaviors. Its character is polymorphic and can manifest itself at the individual's levels of functioning: physical, emotional, cognitive, and social. (Jimenez, 2019)

Regarding the physical, it manifests itself in fights or explicit physical attacks. The emotional, through rage or anger, which is expressed verbally and extra verbally. From a cognitive perspective, it translates into destructive fantasies, the development of aggressive plans or ideas of persecution of oneself or others. The social takes shape in forms of struggle, struggles and power/submission relationships between two or more people.

The level of aggressiveness expressed by some children has caused alarm in the institutions responsible for the educational process. Currently, childhood aggression and indiscipline are worrying situations for parents and teachers due to the difficulties that these minors have in socializing and adapting to their environment. Adding its impact on school failure and antisocial behavior. There are aggressive behaviors typical of early childhood. If these manifestations persist at other ages, it is assumed that the child is aggressive, noting that:

- ✓ He is incapable of feeling empathy for others and understanding those who are mistreated.
- ✓ He does not notice or express his emotions coherently (controversial).
- ✓ Frequently experience negative feelings (revenge, anger, envy).
- ✓ Considers the behavior of others as a threat or provocation (paranoia).
- ✓ He is intolerant of the small mistakes made by the people around him.
- ✓ Does not accept the discipline rules established at home, school, and group.
- ✓ Experience well-being by mistreating peers with ridicule or humiliation.
- ✓ He likes to intimidate his peers in the presence of the group, to feel protected, valued, and superior.

### **Causes of Childhood Aggression**

Aggression originates from various individual, family and social factors. Various theories try to explain its conditions based on the scientific principles and categories they propose. Psychoanalysis suggests that it comes from internal impulses or instincts. It is innate in every human being to be occasionally aggressive. However, Bandura's Social Learning Theory identifies its causes in the environment that surrounds the individual and states that the child's interaction with his social environment allows him to develop mental patterns that guide his behavior. By observing the functioning of other people, the child can acquire cognitive skills and forms of behavior (Bandura, 1986). Hence, this behavior can be learned through imitation or observation in parents, other adults and peers.

When parents use physical or verbal aggression, it becomes a pattern for the child, who learns it as a way of responding to conflict situations. If the result achieved with this action is pleasant or brings benefits, it is very likely that the child will structure it as a mode of social interaction. One factor that influences aggressive behavior is the inappropriate educational styles that parents and teachers use to instill norms, habits and values. It has been proven that permissiveness, as well as authoritarianism and inconsistency, encourage this form of reaction. When the same behavior is approved and at other times punished or adults do not reach a consensus on how to educate minors, the development of traits of insecurity, inferiority or immaturity is enhanced, which are often hidden behind aggressiveness.

Family dysfunction, relationship problems and intergenerational conflicts trigger stress, depression and violence that impact the child and induce him to behave aggressively, as a reaction to the lack of attention and affection. Cultural factors associated with the patriarchal model, rooted in the social representations and conception of life of men, influence the establishment of aggressiveness in men, this behavior being more frequent in the male gender than in the female gender (Jimenez, 2019).

It should be noted that frustration is a psychological state that triggers aggression due to the impossibility of achieving a goal. To prevent it in children, adults are recommended, as a pattern of imitation for children, to resolve conflicts in a calm and respectful manner. From the family - school link, attention must be paid to these manifestations, maintaining adequate communication between both institutions.

In the Cuban school model, education is a fundamental priority. 100% of boys and girls have equal opportunities to develop their potential. The educational work carried out has a preventive and integrative approach, with the mission of preparing students to live in a social environment, strongly marked by dizzying scientific-technical advances.

According to Ibarra M. (2007) "one of the challenges of primary school is to achieve a more scientific and didactic conception of attention to schoolchildren with educational needs that are present in general". Se coins the need for the articulation of different sciences from diagnosis and psycho-pedagogical treatment to the problems presented by schoolchildren, especially those who are more vulnerable to misalignment of behavior.

#### *Psychoeducation: a tool for managing childhood aggression*

The concept of Psychoeducation was discussed for the first time in medical literature, in an article by John E. Donley, published in 1911. The dissemination and development of this method in its current form is attributed to the American researcher Carol M. Anderson in 1980 in the context of mental health.

When the term Psychoeducation is stated, it summons the idea of two aspects (health-education). Taking into account its main objective, Psychoeducation aims to help people who present maladjusted psychological manifestations, through

education and emotional support, to seek ways to solve the problem, develop and strengthen capacities to face situations in a more adaptive way.

Regarding its benefits, Castellanos (2008) states: “*Psychoeducation allows the transfer of information about disorders, causes and forms of treatment for negative psychological states, emotional discharge and training to recognize crisis situations.*”

In its corrective sense, researchers such as R. Maldonado and A. Arévalo (2006) defend that psychoeducational work promotes that the problem is faced healthily, and that the person can position themselves critically in the face of what happens to them to think of a positive way to react. The adult acquires personal resources during his or her individual development. In boys and girls, the facilitators of learning from social experience (parents and teachers) are responsible for enhancing the necessary skills so that they incorporate healthier coping styles and manage to establish a positive relationship with the surrounding environment.

A favorable framework for the practice of Psychoeducation is the school context. It finds its place as a tool for the teacher, in addressing the inappropriate behavior of schoolchildren. Its application promotes self-knowledge and reflection in students, providing them with better resources to face negative situations. Figure 1 shows the psychopedagogical procedures.



Figure 1. Psychopedagogical procedures



Personalized psychoeducational guidance at school has the following pedagogical purposes:

- ✓ Offer personalized guidance to students according to their needs, problems, conflicts, difficulties, and potentials with a view to their personal growth.
- ✓ Promote the development of individuality in the group so that everyone finds an adequate space to enrich and express their subjectivity.
- ✓ Promote the formation of *itself* from the respect and empowerment of the individual peculiarities of each student through their active participation.

From a theoretical - methodological point of view, Psychoeducation is based on the tools provided by Behaviorism, Humanism and Vygotsky's Historical-Cultural Approach, valid to effectively address the problems of adaptation, adjustment and personal development. Its application must be adapted to the sociocultural level and personal characteristics of the person receiving it. The fundamental procedures for its execution are:

- Dialogue: during its development, the socialization of knowledge, experiences, emotions, models, values, alternatives must be prioritized through interactions between the counselor and the client. A pleasant conversation and active listening are established to investigate the origin of the negative behavior and its factors. Look for what generates discomfort in the person to guide the dialogue towards reflection – self-reflection.

- Reflection-self-reflection: through reflection the counselor offers criteria, points of view regarding the situation, seeking to promote individual or group self-reflection through the activation of logical thought processes (analysis, comparison, abstraction of facts, situations, anecdotes, examples or stories of everyday life situations. This should promote meditation, reasoning, to encourage thought. *Insight* (look and dialogue with oneself) to think and decide for oneself what to do, how and when to bring about the expected change.

The symmetry that Psychoeducation expresses with the guidelines of educational policy is confirmed in the report of the International Commission on Education for the 21st Century declared by UNESCO, where four basic pillars are recognized: *learn to know, learn to do, learn to live together and learn to be*. These principles are, in turn, the cornerstone of Psychoeducation, and they overlap as follows:

**1. Saber Conceptual (*Learn to know*):** is learning to apprehend and relearn. Show a receptive and proactive attitude. Permanent training, stimulating critical thinking, combining general culture with the possibility of deepening knowledge. Which means taking advantage of the possibilities that education offers throughout life.

**2. Procedural knowledge (*To learn to do*):** It involves putting ideas and knowledge into action to face situations and work in groups. Educate yourself to move towards transformative action. Promote the initiative and act based on real change. Learning to do within the framework of different social experiences, either spontaneously due to the context or formally based on the development of teaching.

**3. Attitudinal knowledge (*Learn to be*):** it is learning to be a person. Get motivated for comprehensive education. Develop potentialities. Train ethically in values such as solidarity, justice, humility. May the personality be enriched from autonomy and personal responsibility. To this end, do not underestimate the possibilities and abilities of each individual.

**4. Relational knowledge** (*To learn to live together*): expresses the ability to work with others. Establish favorable interpersonal relationships, community coexistence, developing understanding and perception of forms of interdependence. Carry out common projects and prepare to deal with conflicts, respecting the diversity of criteria.

These basic assumptions are the guidelines on which psychoeducational guidance is developed and the teacher can enhance them through school activities that achieve the child's stepwise progress regarding the way to react in situations perceived as negative, for example: an argument between friends, the denial of a desire or conflicts typical of age. At the same time, focus family education actions according to these problems and periodically evaluate their evolution.

According to Silva Rodriguez, M (2001), *"The person most responsible for the child's subjective development is the teacher. The greater the degree of awareness you have about psychological development and your participation in it and the goals or aspirations for the education of children, the more concrete educational actions you will consciously direct to achieve them."*

That is to say, the level of psychopedagogical preparation of teachers is decisive for the effectiveness of educational influences on students. We insist on constant self-evaluation and improvement of the training work, since in each child, the internalization process occurs in a unique and unrepeatable way, from their individual experience.

This is significant in that specialized literature suggests that the origin of personality disorders lies in childhood, which is why the teacher plays a determining role in the regulation of behavior and gradual configuration of the student's personality. In line with this, Medina-Mora and Cols (2003) state that, *Psychoeducation addresses internalized disorders such as anxiety and depression, which frequently begin in childhood and adolescence. The aspects that must be modified are distorted thoughts about oneself, fear of the future, risk situations."*

Psychoeducation as a planned practice, enables the gradual reduction of these states and promotes behaviors that generate well-being in the student, their positive insertion in the group and greater participation in school activities. From this perspective, its application for the management of school aggression is valid, in order to prevent its exacerbation and subsequent development of a personality disorder. However, the teacher, before using it as a tool, must be able to perform the following self-analysis:

- ✓ Assess the educational styles used and their effects on students, through the analysis of their behaviors and level of performance.
- ✓ Analyze the incidence of styles in the relationship and communication with students and in the adequate attention to schoolchildren with aggressive manifestations at school.
- ✓ Reflect on the agents in the environment that condition the aggressive behavior of schoolchildren.

To articulate Psychoeducation with educational work, the teacher must follow the following steps with a systemic nature:

- ✓ Know the psycho-pedagogical characteristics of the child according to his stage of development and the role of the main socializing agents in this process, since the psycho-educational orientation is carried out based on the achievements achieved by the student (mental representations, judgments, perceptions) and traits of the child's personality such as temperament, interests and needs. This can be identified with dialogue and observation of their behavior.
- ✓ Possess theoretical knowledge about the alteration that the child has, that is, its manifestations, effects, and predisposing factors. You can request the support of the educational psychologist to understand some aspects or terms that are not understood. At the same time, one must investigate what happens to the student, observing him in the different spaces and moments of the school dynamic and constructing hypothetical situations or examples based on his behavior.
- ✓ Introduce these situations or similar ones into the content of the classes where the student sees himself reflected but this time he can see that what happens to him happens to others and he must assume the position of helping, being forced to change his current position. This is done in the classroom, in a group manner and without specifying any real case of the group, that is, group and individual reflection is promoted. These actions must be developed from several subjects since the stimulation of reflection must be systematic and flexible to move towards self-reflection.
- ✓ Create a reliable space, with privacy to provide individualized attention with the student and explore through dialogue what they have learned from what was discussed in class, if something similar has felt or happened, what they have done in those cases and what they can do to improve that way of behaving, depending on the child's age, there is dialogue and reflection about the impact of this inappropriate behavior. This may require several meetings, as you become more self-controlled.
- ✓ They begin to be given more responsibilities and prominence in teaching and extra-teaching activities. The evolution of their behavior is analyzed from individual attention and observation of the student. This evaluation can be supported by the educational psychologist and family members.

### **Analysis and integration of results**

The analysis of the different techniques applied revealed the existence of an adequate structuring of the school day, which begins and ends in an organized manner with the permanent guidance of the educators during the development of the different moments (morning, classes, recess and farewell). Good working relationships predominate at the formal level, although there are conflicts between some teachers about educational styles (inconsistency and authoritarianism) and the displacement of responsibilities.

There is evidence of adequate control of the activities that teachers carry out with students; but frequent improvement actions are not carried out. They recognize that sometimes they do not know what procedure to follow to eliminate this behavior in students, in addition to not having the support of the family for systematic corrective action.

There are at least 20 schoolchildren with traits of restlessness during classes, poor performance and aggressive behavior during recess hours and extra-class activities. An affective approach towards students was observed in some teachers, but others expressed rejection and absence of psycho-pedagogical skills such as: patience, warmth, understanding and flexibility, showing intolerance, which, far from motivating the child to modify their behavior, reinforces it. The review of the teachers' work plan reflects an adequate structuring of activities, although the type of personalized attention that students receive according to their needs and particularities is not stated.

Although spaces for exchange, family orientation and consultations with teachers are held, there is evidence of a lack of family support, insufficient knowledge, and mastery of alternatives for managing the aggressiveness of schoolchildren. The educational psychologist advocates the need to develop more effective methods to treat these problems in schoolchildren.

Considering the above, the following proposal of actions to be developed in the educational institution is made to promote the preparation of teachers for the management of aggressiveness in primary schoolchildren, shown in table 2. The fundamental form of organization chosen to carry out the activities is the workshop, based on the advantages it offers to establish dialogue based on debate and reflection, allowing developmental learning. The proposal is theoretically based on the basic pillars of 21st century education presented above.

Table 2. Proposal of actions to be developed in the educational institution

Actions	Aim	Activities	Participants	Responsible	Date/ Hour/ Place
1. Strengthening teacher preparation.	Contribute to better psycho-educational preparation of teachers based on the basic pillars of education for comprehensive care for primary schoolchildren.	1- Reflection workshop. Objective: Provide updated information to participants about aggressiveness, the factors that can cause it and the different types of aggressiveness (two reflection workshops will be held, according to the knowledge needs presented by teachers and teaching staff)	Teachers, cycle heads, educational psychologist	Researchers	10/3/24 9:00am 25/3/24 9:00 am School:
		2- Experiential Workshop	Teachers, cycle heads, educational psychologist	Researchers	12/4/24 9:00 am School:
2. Strengthening the school-family bond	Promote the link between school and family based on	Workshop: Family and school. A necessary link.	Parents and teachers	Researchers	8/5/24 9:00 am School Library

Actions	Aim	Activities	Participants	Responsible	Date/ Hour/ Place
3. Verification of the results	new knowledge and ways of doing things at home that allow the establishment of developmental relationships in both spaces of growth for the student. Examine compliance with the stated objectives	It is proposed to hold two workshops of this modality.  Closing workshop Objective: Assess the fulfillment of the proposed objectives, through exchange and participatory techniques to verify the before and after of the preparation workshops.	Teachers, cycle heads, educational psychologist	Researchers	15/5/24 9:00 am School Library

Below is a description of one of the workshops developed:

Experiential workshop: Learning to do.

Objective: apply the knowledge acquired to face situations and work in groups, moving towards transformative action. Learning to do things within the framework of different situations where aggressiveness is manifested in schoolchildren based on the development of teaching.

Participants: Teachers, cycle leaders, educational psychologist

Responsible: Researchers

Location: School library.

Time: 9:00 am

Procedures:

For the initial moment, the coordinator, in this case one of the researchers, performs a warming technique. You can use the participatory technique “the keyword” to achieve motivation for the activity being carried out.

Next, the coordinator can ask the following question: How to manage aggressive behavior in children from 6 to 11 years old? Through brainstorming, participants will provide their criteria. Next, the guidelines to be considered from Psychoeducation for the management of aggressiveness at this stage are specified. Modeling is used, resorting to the dramatization of situations created from everyday events, which allows the possible behaviors assumed by teachers to be assessed based on experiences. In this way, new learning is carried out, behaviors are modified that favor preparation for the management of aggressiveness. Among the aspects to consider are:

- 1) Establish clear limits, since it is vital that primary schoolchildren have clear rules, being aware of the consequences of their actions. This way they can understand which behaviors are acceptable and which are not.
- 2) Educate them to resolve conflicts: through modeled situations, show teachers some strategies that children must learn to solve problems and handle

conflictive situations peacefully. This will allow them to look for alternative solutions and avoid aggressive behavior.

- 3) Promote emotional expression: the teacher must prepare to teach students how to identify and express their emotions appropriately. This involves promoting spaces where they can talk openly about what they feel, without being censored, admit their various emotions, and teach them words to describe them.
- 4) Teach emotional control strategies: Schoolchildren must learn tools that allow them to correct their aggressiveness in a healthy way. Some strategies include deep breathing techniques, counting to ten, taking a break, or finding a calming activity such as drawing, writing, doing puzzles, or board games.
- 5) Promote empathy: the teacher can also carry out activities through dramatizations, games, commented reading, among others, where he guides children to put themselves in the shoes of others and understand how their actions can affect others, which can be effective in reducing aggression.
- 6) Reinforce positive behaviors: Teachers are shown through situations the importance of recognizing and rewarding appropriate behaviors. In this way, the idea that there are alternatives to aggression is reinforced and schoolchildren are encouraged to repeat those behaviors.
- 7) At school the teacher is responsible for providing a safe and stable environment, as children can experience aggression when they feel insecure or stressed. Providing a calm, stable, and safe environment can help reduce aggression in children.
4. It is important to highlight the uniqueness and individuality of each subject, hence each child is unique and may require different approaches to manage their aggressiveness.

Closing: participants will evaluate the development of the activity with a word.

## Conclusions

It was confirmed that the lack of psychoeducational tools in teachers leads to inadequate pedagogical styles and lack of consensus among teachers in relation to the educational influences necessary to treat the aggressive manifestations of schoolchildren. The weak school-family bond and the insufficient psycho-pedagogical preparation of teachers to deal with educational situations especially related to aggressiveness were confirmed. The viability of Psychoeducation for the management of school aggression was confirmed based on its connection with the functions of the school, the work of the teacher and the educational needs of the schoolchildren.

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