

RESUMO EXPANDIDO

Pode definir-se Literacia Emocional como a capacidade para reconhecer, compreender, expressar e gerir estados emocionais, do próprio e de outras pessoas, existindo associações entre esta competência e o desenvolvimento pessoal, social, espiritual, moral e cultural do indivíduo (Faupel & Sharp, 2003).

Também conhecida como Inteligência Emocional, entre outros termos, é hoje aceite que as medidas de Literacia Emocional são tão ou mais importantes na previsão do sucesso ao longo da vida do que as tradicionalmente valorizadas medidas de inteligência (Gross, 2000, citada por Rae, 2010, p. 1).

Partindo dos pressupostos de que elevados níveis de literacia emocional são de importância vital para a qualidade de vida, em particular quando o acesso a estas capacidades é complicado por dificuldades acrescidas, como sejam perturbações da comunicação, avançou-se com o projeto de conceção, desenvolvimento, implementação e estudo piloto de um programa de promoção da literacia emocional orientado para alunos com necessidades educativas especiais. Deste trabalho resulta a aplicação informática multiplataforma intitulada «*Oscar Feels*», na qual conceitos fundamentais de literacia emocional e competência social são explorados, de forma dinâmica, simples e estruturada, com recurso a histórias adaptadas e estratégias diversas de Comunicação Acessível.

Pretende-se, com o *workshop* proposto, que os participantes sejam capazes de:

- Definir o conceito de Literacia Emocional;
- Utilizar estratégias de Comunicação Acessível para explorar aquele conceito;
- Implementar atividades promotoras da Literacia Emocional em formato acessível;
- Descrever as componentes principais da aplicação «*Oscar Feels*»;
- Enunciar benefícios da implementação do programa para a Literacia Emocional mencionado;
- Sugerir indicadores adequados para monitorizar e avaliar a atuação neste âmbito.

Após um período de exposição inicial, será dada aos participantes a oportunidade para explorar o *software* referido em contexto de trabalho de pequeno e grande grupo. Através de exercícios de *role playing* e da discussão final dos resultados obtidos, partilhar-se-ão as experiências e constatações de cada participante.

Para dinamização do *workshop* serão necessários recursos audiovisuais adequados, nomeadamente uma tela e videoprojector, um PC por cada dois participantes e licenças temporárias para utilização do *software* «*Oscar Feels*» por grupo de participantes; estas últimas a providenciar pela empresa promotora do produto.

BIBLIOGRAFIA

- Faupel, A. & Sharp, P. (2003). *Promoting emotional literacy. Guidelines for schools, local authorities and health services*. Southampton: Southampton Emotional Literacy Interest Group.
- Rae, T. (2010). *Dealing with feeling*. 2ª Edição. Londres: SAGE.

EXTENDED ABSTRACT

Emotional Literacy may be defined as the ability to recognize, understand, express and manage emotional states, from their own and others, existing associations between this competence and the personal, social, spiritual, moral and cultural development of the individual (Faupel & Sharp , 2003).

Also known as Emotional Intelligence, among other terms, it is presently accepted that measures of Emotional Literacy are equally or even more important for the prediction of success throughout life, than the traditionally valued measures of IQ (Gross, 2000 , cited by Rae , 2010 , p. 1).

Based on the assumption that high levels of emotional literacy are vital to a person's well-being and quality of life, particularly when the access to these skills is complicated by additional difficulties, such as communication disorders, the author of this abstract featured the design, development and implementation of a program which aims to promote emotional literacy in children with special needs. As an outcome, this academic research project generated the multiple platform application entitled «Oscar Feels», in which fundamental concepts of emotional literacy and social competence are explored in a dynamic, simple and structured approach, using adapted stories and Communication Access strategies

It is intended, with the proposed workshop, to enable participants to:

- Define the concept of Emotional Literacy;
- Use Communication Access strategies to explore the above mentioned concept;
- Implement activities that promote Emotional Literacy in an accessible format;
- Describe the main components of the application «Oscar Feels»;
- Spell out the benefits of implementing the mentioned program for Emotional Literacy;
- Suggest suitable indicators to monitor and evaluate the intervention in this field.

After an initial period of theoretical presentation, participants will be given the opportunity to explore the mentioned software in the contexts of small and large group work. Through role playing exercises and final discussion of the results, attendees will be sharing their experiences and individual findings.

To boost the workshop it will be necessary audiovisual equipment, including a datashow and screen. For every two participants, a temporary license to use the software «Oscar Feels» will be provided by the company promoting the product.

REFERENCES

- Faupel, A. & Sharp, P. (2003). *Promoting emotional literacy. Guidelines for schools, local authorities and health services*. Southampton: Southampton Emotional Literacy Interest Group.
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ABSTRACT

High levels of emotional competence are intimately linked to a good state of physical and mental health of children, which has a positive impact on well being and quality throughout life. These skills are even more relevant in children who, by their nature, face other risk factors: children with special needs, such as communication disorders.

With the purposed workshop, it is intended to describe the rationale and design of an intervention program with the aim of promoting emotional literacy in children with language and communication difficulties: the software «Oscar Feels».

Resulting from an academic research project, the above mentioned program combines some of the best practices in the fields of Emotional Literacy and Communication Access, in order to make accessible traditionally complex and subjective concepts related to the emotional world of people's relationships.

By presenting the theoretical background of the program and enrolling participants in practical activities and role playing, it is expected with this workshop to enable the attendees to define basic concepts of Emotional Literacy, implement Communication Access strategies, promote social thinking and emotional learning activities and describe the program «Oscar Feels» as well as its benefits and field of application.