

International Journal of Human Sciences Research

DOWN SYNDROME AND SOCIO -EMOTIONAL SKILLS

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Abstract: Individuals develop socio-emotional skills that enable more assertive contact with themselves, with the other and with the world. The development of these skills depends on biological, psychic and social aspects, as they influence the way people receive, understand and respond to emotions and relationships. People with Down syndrome have some biopsychosocial limitations resulting from their genetic alteration, and this work sought to analyze cognitive interference in the emotional and social expression of this clipping of the population. Aspects such as the importance of socio-emotional skills for socialization, the cognitive and developmental profile of people with the syndrome were addressed. The integrative review was used as a method for the elaboration of the research. 19 articles were found that indirectly relate to the theme, and 6 of them were selected for the analysis, as they presented research on the performance of people with Down syndrome in society, the mold of the relationships that are established by them, especially the answers possible to contingencies, in view of the consequences of the genetic characteristic. No material was found to relate to Down syndrome with socio-emotional skills. As a result, there was no restricted interference with cognition in the development of socio-emotional skills with people Downs, but a set of factors that imply their development concomitantly. With this information, it is concluded that socialization has a very important role, enabling the capture of stimuli to learn valuable behaviors to live in society. In addition, school and family are essential support networks for the social, cognitive and emotional development of people with Down syndrome. Thus, the way for the development of people's socio-emotional skills with Down syndrome, compared to people with typical development, is similar.

Keywords: Down syndrome; Socio-emotional

skills; Biopsychosocial development.

INTRODUCTION

“For let the coexistence make the heart speak” (Machado de Assis, 2018, p.27). Living with a person with Down Syndrome is a source of inspiration for researching them. To live, in addition to its denotative meaning, is also to identify differences, similarities, problems to be unveiled, research needs; It is being curious and wanting to elaborate; It is to have the possibility of reflecting, from the dissemination of knowledge, and contributing to society, above all, to the people who experience this reality. This work was inspired first of the experience of living with a person Down.

According to the Ministry of Health (2019), every 700 people, 1 is born with genetic change in chromosome 21, the cause of Down syndrome. It is a significant number of the population that has a pattern of cognitive, behavioral, social and affective changes that are characteristic of the syndrome (Freire, Duarte and Hazin, 2012), which can influence their way of developing their emotional and social skills. Understanding the correlation between the consequences of genetic alteration and the development of socio-emotional skills points to strategies that facilitate the inclusion of these people, in a more true way, in the most diverse spaces of society.

Bolsoni-Silva (2002) presupposes that socio-emotional skills are acquired by the subject from interpersonal and affective interactions, according to their perception and meaning to situations and behaviors. The modification of these skills, according to Lopez (2008), occurs from interaction with the social environment, and may be a phenomenon of study, for a better functionality of the subject. From this perspective, what (an individual) does cannot simply be originated by its genetic constitution, taken, a priori,

without considering its personal history and its current life scenario” (Angelico and Prette, 2011). From this theoretical perspective arises a research problem: the cognitive limitations of people who have Down syndrome interfere with the development of their socio-emotional skills?

The main objective will be analyzed the correlation of Downs cognition with the development of their socio-emotional skills. In the background, the importance of social and cognitive skills for socio-emotional skills are analyzed, and above all, these for socialization, as well as integratively research studies that talk about the socio-emotional skills of people with Down syndrome.

It appears that, when searching for the theme of socio-emotional skills, specifically with this cut of the population, people Downs, in indexers Scielo and Pepsic, are not identified research that works these subjects together. Performing work with the ‘socio-emotional skills’ phenomenon and the object ‘people with Down syndrome’ is to contribute to science, enabling educational institutions, especially to psychology, sociology and education courses, so that they can Dialogue on the subject.

DEVELOPMENT

Socio-emotional skills as a fundamental factor for social being and the characteristics of Down syndrome over cognition and emotional.

Socio-emotional skills, when unraveling: 1- skill and 2- socio-emotional. The first, of Latin skills.atís., Feminine noun, says of capacity, particularity and characteristic of the one who is skilled in something. It is “set of qualifications for the exercise of an activity or position; Sufficiency” (Michaelis and Michaelis, 2015). The second says of the act of socializing and individual aspects about emotions. Considering that ‘skill’ is not only,

skill is always something, then, the skills of the socio-emotional type, and, according to Kings (2020), are:

These are skills that individuals have that enable the management of their own emotions, self-knowledge, self-control and the establishment of healthy social relations, so that it is possible to understand themselves and other people. Consequently, they also involve behavioral issues, as they are directly linked to emotional aspects and how to relate to the social.

“The use of the socio-emotional term associated with skills refers to those that form through the development of interpersonal and affective relationships, coupled with the way the person perceives, feels and names the association between situations and behaviors” (CABALLO, 2014 apud MARIN et al, 2017).

From this perspective, socio-emotional skills are interpersonal and intrapersonal skills that relate; It is the individual ability to act and establish functional emotions, according to situations put to them and individual cognitive characteristics, besides putting themselves in the other’s shoes and understanding them.

According to Damásio (2017), socio-emotional skills have a different meaning from social skills, because the first encompasses, in addition to aspects of interpersonal relationships, proper aspects of the individual, associated with cognition, emotion and behaviors. Marin et al (2017) says that social skills are actions such as: expressing feelings, attitudes, desires, opinions and rights properly the situation, solving immediate problems and minimizing the likelihood of future problems. Therefore, it is possible to say that socio-emotional skills depend on social interaction, since it is through this that we develop social skills and we have the possibility to practice assertive ways to express our emotions and understand those of others. Angelico and Del Prette (2011), he considers that the isolated individual who ignores or is ignored from

social environments will be unable to acquire a behavioral repertoire that allows him to classify him, that is, the one who lives in a non-social environment is doomed to do not develop your potentialities and skills.

Reis (2020) completes the one exposed earlier when it states that:

Children who have repertoires made from social skills have harmonious relationships with both colleagues and adults, have greater ability to deal with adversity, manage stress, have a greater sense of humor, empathy, ease of communicating and solving problems. They have even greater autonomy and their behaviors aim to achieve previously established goals.

Therefore, children who develop their social skills are more likely to develop their socio-emotional skills.

Moreover, it is important to complement the relationship between cognitive skills and socio-emotional skills. For Nakano, Moraes and Oliveira (2019), there was a dependence between these skills, classified by them as competences of the 21st century, considering the integral development of the individual. For these authors, among the challenges of today, are the development of knowledge learned by academic teachings (cognitive skills), but also communication skills, problem solving, collaboration and motivation, points that participate in the configuration of socio-emotional skills.

According to Lee & Shute apud Nakano, from Moraes and Oliveira (2019), the five great personality factors, Big Five, are important to measure aspects of socio-emotional skills, as they include:

a) Variables such as attitude, values, interest and curiosity; (b) personality or temperament variables, such as consciousness and extroversion; (c) social relations variables, including leadership, social sensitivity and the ability to work with others; (D) high-constructs such as

self-efficacy and personal identity; (E) work habits such as effort, discipline, persistence and time management; and (f) emotions regarding a specific task, such as enthusiasm and anxiety.

These general aspects of personality are intrinsically linked to socio-emotional skills, and all the personality models studied by psychology, the five great factors - Big Five - is what seems to have more ability to embrace socio-emotional factors (SERPA, 2017, P.24).

Thus, Lucisano et al (2011) reaffirms the importance of children with Down syndrome being inserted in socialization networks, such as school, facilitating the acquisition of social skills and performance of necessary behaviors in life in society. However, it is important to note that socializing is an essential factor for the development of skills not only of people with disabilities, but for typical developmental people as well, and, adding, all development theories refer to socialization by highlighting the importance of interactions and social relations as mental health and development factors (Angelico, 2004 apud LUCISANO et al, 2011). And also, for various theoretical models, the main responsible for socio-emotional development in childhood are interactions with the first family caregivers (Petrucci, Borsa, Koller, 2016), and then the school.

ABED (2016) exposes, from scientific evidence of authors such as Piaget, Vygotsky and Wallon, the importance of stimulation by educational institutions of socio-emotional skills. It also points to the historical context, focusing on education, the transformations by which society has experienced in recent decades, especially the immediate character to which children are being inserted, which influences the construction of socio-emotional skills. The multiple aspects of the school can directly or indirectly influence the socio-emotional development of students (Petrucci, Borsa, Koller, 2016), and it is

important that educational institutions follow the modifications, because the learning process takes into account cognition as a factor Fundamental, however, emotional and social aspects also need to be considered; It is a set of important factors for development (ABED, 2016).

From what was exposed earlier, the relevance and importance of socio-emotional skills (HSE) was noted. According to Damasio (2017), studies on socio-emotional skills have understood that this theme encompasses a multidimensional construction of the individual, which includes cognitive variables such as empathy, emotional, such as self-knowledge and self-control, and behavioral, such as perseverance, responsible decisions and pro-social behaviors, which support healthy development throughout life, and, moreover, these variables “can be developed and learned.”

Starting from this point of view of HSE development potentialities, according to Damásio et al (2017).

There is currently a broad agreement between researchers, educators and professionals aimed at public policies that the education system should focus not only on cognitive development, but also in the development of the social and emotional skills of children and adolescents, preparing students for life.

It is considered in the analysis of Abed (2016) that authors of psychology contributed to the reflection of the connection between the processes of teaching, learning and human development, and aspects that integrate cognitive skills with socio-emotional were presented. Piaget, for example, collaborated to analyze the relationship of cognition by implying the structuring of the school curriculum; Donald Winnicott of psychoanalysis contributed about the relationship of parents to emotional aspects; Lev Vygotsky on the influence of culture and social interactions, Henri Wallon by biological,

psychic and social instances, among others.

According to Ferreira et al (2009), cognitive expressions include logical arguments, socio-emotional aspects and graphic communication (...) and genetic and environmental determinants influence biopsychosocial development. Correlating the research problem and the object of study, the authors signal to the need and relevance of pointing out the differences in human, cognitive and social development of a person with Down syndrome for one who have a typical development, as they present Different neuropsychological phenotypes that can influence the development of their socio-emotional skills.

The chromosomal change in pair XXI is the biological factor that characterizes Down syndrome. The neuropsychological phenotype of Down syndrome, which would be “a specific development profile for this population” (SILVERMAN, 2007 apud FREIRE et al, 2012), presents a Standard of cognitive, behavioral, social and affective change. However, it is relevant to point out that these characteristics that are most common among this population clipping does not predict and do not delimit development or consequences for those who have the syndrome (FREIRE, 2012), since the integral development of an individual depends on Other factors, socio-historical-cultural.

For Silva, Kleinhans (2006) apud Lucisano (2011), “finding the trisomy has no prognostic value, since there is consensus of the scientific community about the non-existence of degrees of Down syndrome”. For them, the factors that have weight in development are individual characteristics, that is, genetic inheritance, the environment, stimulation, etc.

According to Freire, Duarte and Hazin (2012), characteristics that differentiate Down syndrome are elements at the intellectual level, language, memory, attention, executive

functions and their socio -affective relations.

The authors detailed even more. For them, the most striking feature of people with Down syndrome is intellectual deficiency. However, they will say that IQs are misguided as they are compared to the development of people with typical development, and claim that the development of downs is slower.

Another point that deserves to be highlighted (...) concerns the effect of early stimulation on the development of children with Down syndrome, implying an increase in their QIs (...), which makes them more easily integrated in school, especially in regular (Freire, Duarte and Hazin, 2012)

People with Down Syndrome have a significant lag in language (Freire et al, 2012), which makes communication difficult, and this will directly or indirectly influence the development of socio -emotional skills, as this can lead to “little satisfactory sociability, the which justifies the differences found between the development of the evaluated groups (Down Syndrome and Typical Development), in social function skills ”(FERREIRA et al, 2009). However, “in children with Down syndrome, gestures would have an important social function” (FREIRE et al, 2012), enabling contact with each other, which is essential, in their case, for the development of socio -emotional skills.

Studies show that children with Down syndrome perform less performance in explicit memory tasks than children with typical development. “This type of memory deals with conscious and intentional learning and requires coding of information, recovery strategies and high attention” (FREIRE et al, 2012). On the other hand, in relation to implicit memory, children with Down syndrome are considered normal (Contestabile, Benfenati and Gasparine, 2010 apud FREIRE et al, 2012), which is used in tasks that require less attention.

For verbal deficits, which refer to operational memory in Down syndrome:

Some researchers have been proposing that the low performance of children with Down syndrome reflects the widespread difficulties these children have in tasks that require verbal processing, being the result of their diminished language capabilities. (Freire et al. 2012)

Freire, Duarte and Hazin (2012), say people with Down syndrome perform higher performance in sustained attention, where tasks use the look, which facilitates learning for them. The attention deficit that is observed in children with Down Syndrome negatively implies the development of syndromic people, since it makes some activities such as initiation, organization and persistence necessary for learning (Macêdo et al 2009).

Executive functions and behavioral and socio -affective aspects are no more important than others already mentioned, but I highlight and elucidate their relationships for the development of socio -emotional skills.

Executive skills are fundamental to the direction and regulation of various intellectual, emotional and social skills. (Dias, Menezes and Seabra, 2010 apud FREIRE et al 2012). For Freire, Duarte and Hazin (2012), children with Down syndrome have a proper social functioning pattern despite communication difficulties. In their text, the authors say that sometimes they are empathic, who send more positive emotional signs than other children, and have a positive personality. At the same time, they point out that there is another perspective: children with Down syndrome have inconsistency in their motivational guidelines; Most of the time, they are less persistent and more distracted by performing some activities.

The neuropsychological differences of people with Down syndrome and those who are not downs are real. Identifying individual characteristics is fundamental to

their development, whether human, social or emotional; to deal with Himself, the other or the world. Therefore, it is possible to realize that if studies point to cognitive aspects as essential for the development of socio-emotional skills, the lag, to some degree, can compromise and bring differences in their social and/or emotional manifestations. Punctuating their deficiencies or skills is only a positive method when used to make sense of a healthier and developed life.

The development of a child with disabilities is characterized as an alternative path, to be traveled with creativity, willingness to change, and reorganization (Freire, Duarte and Hazin, 2012), and thus highlights the training of teachers and collaborators capable to identify, deal, and do with it.

In this sense, stimulation wins the scene. Many studies point to the lack of stimulus one of the most limiting factors of development. We can put the school and family as the main stimulus promotion networks, as they function as the former, and if not the most important support and socialization nuclei.

All development theories refer to socialization by highlighting the importance of interactions and social relations as mental health and development factors (Angelico, 2004 apud LUCISANO et al, 2011).

For Petrucci, Borsa and Koller (2011), the way parents respond to the needs of their children, referring to protection actions, parental sensitivity acts on the socio-emotional functioning of children, as well as the relationship between the family climate, in behavioral characteristics Childhood and even in the mode of communication established with the child, which are linked to psychological adaptation, and may result in the differences in the formation of self-esteem and self-efficacy.

Moreover, it is understood that “the growth and development process occurs

with the association of genetic determinants and environmental factors” (FERREIRA et al, 2009), therefore, is the duty of science in partnership with the community to overcome the challenges of inclusion through human, social and emotional development.

The postulations made available allow you to ensure that theoretical aspects of the development of Downs people have been presented, considering these fundamental contrasts to become socially and emotionally skilled. It aims to present, in an integrative way, studies related to the theme of socio-emotional skills of people with Down syndrome, and seeks to conclude whether people Downs go a different way to acquire these skills, taking into account the adversities of the XXI trisomy.

METHODOLOGY

This article, from the need to use experimental studies for their structuring and analysis on the theme of socio-emotional skills of people with Down syndrome, uses an integrative review of the scientific literature. The work develops a study through bibliographic research related to the above mentioned topics, seeking to correlate the cognitive limitations coming from trisomy 21 and the development of skills related to a healthy management of emotions from socialization.

From this, the criteria of establishing the theme and unraveling the related concepts, inclusion and exclusion criteria, evaluation of the articles found and synthesization of knowledge were decided and unraveling.

A search for articles in the literature on Scielo, Pepsic platforms was made, as well as electronic magazines of psychology, medicine and pedagogy, sources that encompass a considerable amount of articles related to the theme. It is used as key words for research: “Down syndrome”, “socio-emotional skills”,

“social skills”, “socio-emotional competence”, “down syndrome and skills”, “Down syndrome and social skills”, “syndrome Down and Emotional Skills ”, “ Down Syndrome and Behaviors ”, “ Down Syndrome and Cognition ” and “ Down Syndrome and Development ”. 19 articles related to the theme for the construction of the article were selected, but only 6 of them were used for analysis, which are from the Portuguese language and were published between 2011 and 2021, when the most current information is considered.

Of the studies found, we have as its inclusion criteria for analysis those who treated, besides the biological perspective, directly or indirectly, from socio-emotional skills on an explanatory criterion and introduce aspects of formation and influence on the individual. Furthermore,

Articles addressing cognition related to behavioral aspects were included, taking into

account the influence of Down syndrome in this human characteristic. Articles were excluded that did not contemplate Down syndrome or which would have no relationship with the biopsychosocial interaction of this clipping of the population, those that dealt with research on families, physical resourcefulness and experiments or subjects involving physiological points. There were no articles that directly relate the “Down Syndrome” and “Socio -emotional Skills” topics.

The search for the articles resulted in quantitative terms in the following relations: Scielo (n = 7), Pepsic (n = 11) and 1 course completion monograph, totaling 19 records. They were part of the constitution of the analysis, from the indexing bases, Scielo (n = 4), Pepsic (n = 2). The table below demonstrates the selected articles:

Articles used for analysis				
Origin	Article title	Authors	Newspaper	Considerations/Thematic
SCIELO	Skills profile Nonverbal cognitive In Down Syndrome	TATIANA PONTRELLI MECCA, CINDY PEREIRA DE ALMEIDA BARROS MORAO, PATRICIA BOTELHO DA SILVA E ELIZEU COUTINHO DE MACEDO.	Rev. Bras. Ed. Esp., Marília, v. 21, n. 2, p. 213-228, Abr.- Jun., 2015	Children with Down syndrome have lower performance in visual processing and intelligence of Fluid, compared to children of the same age group. Observed greater difficulty in activities of Discrimination, exploitation and proper visual search strategies than in tasks that require sequence reasoning (MECCA et al, 2015)
SCIELO	Social interactions of preschool children with Down syndrome during extracurricular activities	RENATA VALDÍVIA LUCISANO, LUZIA IARA PFEIFER, MARIA PAULA PENUNCIO PINTO, JAIR LÍCIO FERREIRA SANTOS, PATRÍCIA PÁFARO GOMES ANHÃO.	Rev Bras Enferm, Brasília 2013 jan-fev; 66(1): 116-22.	The development of the interaction of Downs children is similar to their peers; The differences are in Rhythm and the way they support this relationship. The study states the importance of children With Down syndrome are inserted in the regular school system to facilitate the acquisition of Social skills and the performance of necessary behaviors in life in society.

SCIELO	Communicative and lexical skills of children With Down Syndrome: Reflections for SCHOOL INCLUSION	DIONÍSIA APARECIDA CUISN LAMÔNICA AND AMANDA TRAGUETA FERREIRA-VASQUES	Rev. CEFAC. 2015 Set-Out; 17(5):1475-1482com	The expressive communicative and lexical performance of children with SD is inferior when compared With children of typical neurodes -development, But the school has an important role in providing stimuli that enable the learning of these children.
SCIELO	Evaluation of the repertoire of social skills of adolescents with Down Syndrome	ANTÔNIO PAULO ANGÉLICO ANDALMIR DEL PRETTE	Psicologia: Reflexão e Crítica, 24 (2) Porto Alegre 2011	There was a variability of the repertoire of social skills of individuals of research, which indicates that contingency (such as whom and moment) in which the relationship occurs influence on the behavior of the individual. It also identified that the more proactive behaviors (which aims to benefit the other), the greater the frequency of coping behaviors. Adolescents have shown a deficit of assertive confrontation responses, which points to the importance of educational intervention.
PEPSIC	Learning and development of the child with Down syndrome: Social representations of mothers and teachers	WELLEM DOS SANTOS PACHECO AND MARINALVA SILVA OLIVEIRA	Ciências & Cognição 2011; Vol 16 (3): 002-014	It demonstrates how conservative thinking of some mothers and teachers of children with Down syndrome contributes to the non-development of these children, preventing them from relating to the world as active, interactive and potential beings.
PEPSIC	Adults with Down syndrome themselves: reports of their experiences	JAQUELINE FERREIRA CONDÉ DE MELO ANDRADE AND NARA LIANA PEREIRA SILVA	Psicol. Pesqui. Juiz de Fora 12(2) 1-9 Maio- Agosto de 2018	It is necessary to provide the development of the person with Down syndrome, for example, with diversity of activities in their daily lives and for active social relationships.

Finally, it is presented, from a scientific article, the entire integrative review made, following the mentioned criteria, the data collected will be structured and the work sought to achieve the established objectives, which made it possible to respond to the research problem if they have syndrome of Down is or not a determining factor in the development of socio-emotional skills, enabling educational institutions, especially to psychology, sociology and education courses, can dialogue on the subject.

ANALYSIS

The following research points to the importance of developing cognitive and social skills due to socio-emotional skills for a better relationship with ourselves, others and the world.

Mecca's research (2015) sought to verify

the performance of the intelligence of children with Down syndrome compared to children with typical development. The study started with 39 children with Down syndrome, 20 girls and 19 boys. After the criteria of Exclusion (associated neurological conditions), the final sample was 30 children, 18 girls and 12 boys, aged three to eight years. Some children are students from regular schools and others from specialized schools. The control group had no diagnosis or delay in development or learning. The variables used are age in months, gender and type of school, public or private, taking into account the analysis of each Leiter-R subtest: Figure-Figure, complete forms, sequences and repeated patterns (MECCA et al, 2015). In research, in relation to visual processing and fluid intelligence, children with Down syndrome presented lower development when compared to typical development, being the

same age. In addition, activities that need to discriminate, explore and make use of a visual search are more difficult than tasks that need sequential reasoning for children with Down syndrome. The research result demonstrates a cognitive deficiency that can make it difficult to establish relationships in the world.

The study by Lucisano et al (2011) will demonstrate aspects of the social skills of Downs children in an inclusive environment. Six children aged 5 to 6, who were enrolled in regular municipal schools in Early Childhood and APAE, participated in the research. They were observed and filmed during their extracurricular activities, and the behaviors found were recorded according to the interpersonal skills and self-expression skills categories. It was noticed with the study that the social interaction of children with Down syndrome is similar among their peers, differentiating only in rhythm and how they seek and maintain this relationship. When children with SD come to live with those of typical development, there are greater chances of all of them respond socially more developed and mature. Regarding the interpersonal behaviors found, the study demonstrates the importance of the school environment as a facilitator for the development of skills to live in society.

Lamônica and Ferreira-Sásques (2015) did a study to identify the communicative and lexical skills of children with Down syndrome, relating to social interaction, especially to school inclusion. The observational study took place with 20 children, 10 with Down syndrome and 10 without, from 36 to 62 months of age. They were evaluated by observing communicative behavior (OCC) and the ABFW Children's Language Test was applied. The study identified how important communicative development is for self-care and socialization, which are important aspects for socio-emotional skills. In addition, it

presented as a result of the research that the

Expressive lexical communication of children with Down syndrome is lower than children with typical development, when performing activities such as: production of words and phrases, narrative, time of attention and naming figures. Although children with syndrome have skills in nonverbal communication, the study elucidated the importance of school in the stimulation of Downs children.

On the development of socio-emotional skills, regarding cognitive capacity and relationship with skilled social behaviors, a 2011 study investigated, through the direct observation of a group of 10 adolescents with Down syndrome, between 12 and 17 years old, their social skill repertoires. During seven sessions, the young people were filmed and there was a protocol for the record of each of them. The authors of the study, Angelico and Prette, showed as a result that the subjects showed some social skills in common. They are: start contact and conversation, establish eye contact, ask questions, answer questions, agree (verbal action), abide orders, pay attention and smile to the other. Moreover, there is a variability of the repertoire of social skills of individuals of research, which indicates that contingency - such as whom and the moment - in which the relationship occurs influences the behavior of the individual. It also identified that the more proactive behaviors (which aims to benefit the other), the greater the frequency of coping behaviors. The adolescents demonstrated a deficit of assertive confrontation answers, which points to the importance of educational intervention. In short, the study points out that although individuals have some significant and possibly determining genetic factor for life in society, they are learning systems such as family, school, groups of friends, which will contribute to the formation and manner of

the individual to behave.

In the study by Andrade e Silva (2018) 10 interviews were conducted, with 5 mothers and 5 teachers of children with Down syndrome. They were selected because their children and students were enrolled and attending regular education of municipal schools. The interview had a semi -structured script to identify their opinion on the learning and development of children with Down syndrome, and for better analysis, the questions were categorized in social representation about Down Syndrome, social representation on learning, social representation About the insertion of students with Down syndrome in regular school class and, lastly, but not least, in expectation in relation to the schooling process. The study demonstrated that the social representations of these mothers and teachers are supported by a conservatism that only organic deficiency is responsible.

Due to the learning difficulties and development of Downs children, so they do not believe in the potential of their children and students to develop intellectual, affective and emotional autonomy, making their development difficult.

The 2018 Andrade e Silva research aimed to describe some characteristics of 12 adults with Down syndrome (one male and eleven female), relating to the individual aspects of each, such as routine, preferences, friendships and social relationships. They were between 18 and 34 years old, and everyone lived with their families. Semi -structured interviews were conducted, and young people's caregivers participated as informants. None of them had mental disorders, comorbidity, neurological impairment, or were married. These 12 adults have been found to have activities in restricted environments, as in their own homes. The study concludes the importance of providing a variety of activities that provide the development of the person with

Down syndrome that facilitate their social relationships.

The present work puts us to reflect on the development of the socio -emotional skills of people with Down syndrome, and taking into account the analysis of the above studies, it is possible to point out, sustaining themselves, which is important for this clipping of the population to be people capable of relating to themselves, to others and to the world, in the socio-emotional question.

CONCLUSION

Although there were no materials directly related to Down Syndrome with socio-emotional skills, it is concluded that there is no restricted interference with the development of these skills in this clipping of the population, but the attribution of a set of factors that imply in this process, mainly social.

Socialization has an important role in capturing stimuli for learning and practices of social and emotional behaviors, as well as socio -emotional skills are essential for healthy socialization. As important support networks, there are schools and family, which participate in the formation of social, cognitive and emotional development of people with Down syndrome.

In addition, when comparing the development of the socio -emotional skills of individuals with typical development to those with the syndrome, the path found to be traveled is similar.

Due to the aspects found, future studies, which specifically relate people to socio -emotional skills, given the importance and relevance of the subject and the scarcity of materials for the practice of study.

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