Abstract

This article aims to assess a particular process of teaching emotional competences with educational software to students with autism spectrum disorders. Two students with autistic disorder and two students with Asperger syndrome of primary and secondary education participated in design of collaborative research between university and school teachers during two academic years. When the teaching process was completed, students showed a notable improvement of their performance to undertake tasks that assess the ability to recognize and understand emotions. These learning improvements owe their benefits to the organization of content, presentation of tasks and the motivation provided by the use of educational software in educational intervention with students with ASD.

Keywords

Educational software, autism spectrum disorder, emotional competence, teaching.