Aprender a Convivir. A prevention program for improving social competence in three- to seven-year-olds.

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Abstract

Behavior problems are often observed in classrooms. The age at which problems appear is increasingly younger, and there are no interventions that ensure a reduction in such behavior problems among school age children. Research and previous evidence show the importance of social competence in this kind of prevention. Working with preschool and primary students must be the main objective, because social competence is a protective factor against behavior problems. In response to these social and educational problems, American and European countries have begun to include universal prevention programs in their curriculum, to ensure the learning of social competence at school.

As an example, the pioneering program Aprender a Convivir [Learning to Live Together] can be considered a preventive intervention that encourages the innovative and optimal development of prosocial behavior in three- to seven-year-old children. Its main contents are: rules, feelings and emotions, empathy, communication skills, interpersonal skills, assertiveness and problem solving skills. The framework focuses on increasing social competence and decreasing behavior problems, with the long term result of preventing antisocial behavior.

The present contribution aims first to show the importance of working on social competence at school, and second, to present the Aprender a Convivir program. This program has being implemented in cities of Spain (Granada, Zaragoza), and in other Spanish-speaking countries (Bolivia, Dominican Republic), showing significant differences in the growth of social competence and the reduction of behavior problems.

**Key words:** Universal prevention program, social competence, social skills, behavioral problems, conduct problems, preschool education, kindergarten, primary school, elementary school.

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**Aprender a Convivir. Un programa para la mejora de la competencia social del alumnado de Educación Infantil y Primaria.**

**Resumen**

Los problemas de conducta son una realidad constatada en las aulas. Se confirma, por una parte, que las edades en las que aparecen son cada vez más tempranas y, por otra, que no existen intervenciones que garanticen la disminución de este tipo de conductas, dirigidas a la población infantil. Tanto las investigaciones como las evidencias previas al respecto ponen de manifiesto la relevancia de trabajar la competencia social con el alumnado de Educación Infantil y Primaria como factor de protección frente a los problemas de conducta. Frente a este problema social y educativo, países norteamericanos y europeos han dado respuesta a través de la inclusión en el curriculum de programas de prevención universal que garantizan el aprendizaje de la competencia social en las escuelas.

En este sentido, el programa *Aprender a Convivir*, pionero en este ámbito, pretende ser una intervención innovadora y preventiva que favorece el óptimo desarrollo de conductas prosociales en niños y niñas de tres a siete años. A través de la inclusión de contenidos tales como normas, sentimientos y emociones, empatía, habilidades de comunicación, habilidades de interacción personal, asertividad o resolución de conflictos, entre otros, se favorece el aprendizaje de la competencia social a la vez que se reducen los problemas de conducta. Hecho que, a largo plazo, garantiza la prevención del comportamiento antisocial.

La presente aportación pretende, por un lado, poner de manifiesto la importancia de trabajar desde las escuelas la competencia social y, por otro, dar a conocer el programa *Aprender a Convivir*, una propuesta educativa implementada en diferentes ciudades españolas (Granada, Zaragoza) además de en otros países de habla hispana (Bolivia, República Dominicana), que ha obtenido resultados significativos para el aprendizaje de la competencia social y la reducción de problemas de conducta.

**Palabras clave:** programa prevención universal, competencia social, habilidades sociales, problemas de conducta, Educación Infantil y Educación Primaria.

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Introduction

The program *Aprender a Convivir* was prompted by a shared desire among several researchers to offer a response to an emerging social issue: the need to educate for social competence.

In recent decades there has been a considerable increase in research on school violence (Cava, Buelga, Musitu & Murgui, 2010), referring to transgressive behaviors that take place in schools. These range from minor infringements to more serious behavior patterns relating to physical and verbal aggression toward classmates and teachers (Cava & Musitu, 2002; Díaz-Aguado, Martínez & Martín, 2004; Olweus, 1998). All these behaviors hinder the normal teaching process and seriously affect the school climate and interpersonal relations between teachers and students (Del Prette & Del Prette, 2009; Del Prette, Del Prette, De Oliveira, Gresham & Vance, 2012; Gresham, 2009; Trianes, 2000). Nonetheless, despite the fact that violence and bullying have received the most attention from researchers and from society to date (Caballero & Huertas, 2013; Defensor del Pueblo, 2007; Letamendía, 2002), one must contemplate all the behaviors that have a negative effect on school interaction.

As several reports have indicated, the educational situation in terms of interpersonal relations at school has been degenerating in the past decades. Aggressive and disruptive behaviors are occurring at ever younger ages and are sustained throughout childhood and adolescence (Caspi, Moffitt, Newman & Silva, 1996; Hofstra, van der Ende & Verhulst, 2002; Loeber, Burke, Lahey, Winters & Zera, 2000; Moffitt, Caspi, Harrington & Milne, 2002; Tremblay, Pihl, Vitaro & Dobkins, 1994).

As indicated by Aragón et al. (2003), aggressive behavior that persists beyond third grade is perhaps the diagnosis that indicates the greatest risk for future problems in adolescence, predicting antisocial behavior, school dropout, addictions and pre-delinquent behavior. For this reason it is important to try to reduce and prevent this type of behavior from a young age. Many studies point to a relationship between behavior problems and social competence, the latter considered to be a protection factor against the appearance of maladaptive behaviors (Farrington, 2005; Ostrov et al., 2009; Patterson, Capaldi & Bank, 1991)
There is substantial consensus in the idea that social competence, as a protection factor in childhood peer relationships, contributes significantly to the development of proper interpersonal functioning and provides unique opportunities for learning specific skills that cannot be attained otherwise or at a later time (Amesty & Clinton, 2009; Monjas & González, 2000).

**Social competence**

As Vaughn et al. (2009) affirm, there is consensus among scientists as to the meaning of social competence, referring to the *ability* to use certain necessary skills when interacting with others. Namely, it is the aptitude for interpersonal relations (aptitude as the ability to competently operate in a given activity) and involves the use of a number of skills. It is an attribute of crucial importance in the preschool period, assumed to be the basis of the child’s interpersonal adjustment at school (Coombs, Myran & Tonelson, 2009; Del Prete & Del Prete, 2010; Ladd, 2005). However, despite this consensus, there is less agreement within the scientific community on how social competence should be established in the preschool years, and what it means to be socially competent at the different stages of the child’s development.

**Learning social competence**

There appears be a tendency toward prosocial behavior in children. Tomasello (2010) confirms in his studies that boys and girls, from a very young age, show adapted social behaviors that go beyond their own self-interest. These behaviors continue and increase within the family system thanks to different models of learning, through which pupils develop social competence: a) learning from direct experience, b) learning by observation, c) verbal or instructional learning, and d) learning from interpersonal feedback (Monjas & González, 2000).

This predisposition, in conjunction with modeled learning that promotes aptitudes, help to consolidate social behavior, but this emerging ability can be harmed by the presence of individual, family or contextual factors that place the normal development of social competence at risk. It thus becomes necessary for the social competency to be taught more explicitly and intentionally (Bredekamp & Coople, 1997). The period of preschool and the first years of primary education are the best time to carry out an optimal intervention for facilitating the acquisition of social competence (Webster-Stratton & Reid, 2004).
Prior evidence that reveals the need for social competence programs

Despite notable progress in the past decade in the development and spread of prevention-based approaches at school (Detrich, Keyworth & States, 2008), there is still insufficient evidence of the effectiveness of coordinating interventions in early childhood that address multiple risk factors and conditions that place the child in situations that later on produce destructive results, such as delinquency and drug abuse. Hoagwood and colleagues have argued that the adoption, maintenance and integration of effective interventions in normal school and clinical practice have not been widely demonstrated (Hoagwood, Kerker, Kratochwill, Crowe, & Saka, 2007).

Preventing, reducing and stopping aggressive behavior in the first years of schooling, when the pupils’ behavior is quite malleable, is more beneficial and less costly than interrupting the progression that begins with behavior problems at a young age and ends in school failure and delinquency later on (Webster-Stratton & Reid, 2004).

Training programs in social competence

Universal prevention strategies that have been used for this type of teaching and learning have been labeled as training. Training involves preparation for practice. Learning social competence involves modifying behaviors that make adequate social adjustment possible. However, this does not mean that social competence is nothing more than a set of techniques or molecular behaviors (López de Dicastillo, Iriarte & González-Torres, 2006). One must take into account all the processes that intervene in acquisition of this competency, namely, the cognitive, social, emotional and moral processes (Trianes & Muñoz, 2003).

Different studies show that training boys and girls in social competence is effective for teaching socially skilled behaviors (January, Casey & Paulson, 2011; Pickens, 2009; Pizato, 2010). To date, we have gathered sufficient evidence on techniques, strategies and procedures that may be used for teaching behaviors that enhance social interaction in childhood (Barreto, Freitas & Del Prette, 2011; Conduct Problems Prevention Research Group, 2010; Hundert, 1995; Washburn et al., 2011). The problem lies in that most of the procedures are either not systematic enough to ensure good social learning, or if they are, there are too few of them to ensure that people know of their existence. Table 1, below, shows some universal prevention programs that are designed to work on social competence in preschool pupils (hereafter, PS) and primary education pupils (hereafter PE).
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Table 1. Social competence training programs for universal prevention in Preschool and Primary school children

<table>
<thead>
<tr>
<th>PRESCHOOL EDUCATION</th>
<th>PRESCHOOL AND PRIMARY EDUCATION</th>
<th>PRIMARY EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Step for Preschoolers and Kindergartners (Committee for Children, 2002)</td>
<td>Early Impact Program (Lamar, Dadds &amp; Shochet, 2006)</td>
<td></td>
</tr>
<tr>
<td><strong>SCHOOL – FAMILY</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(T.N. The translation of non-English program names can be found in the References section below.)

As this review of existing programs reviews, there are not many interventions available in the context of Spain whose objective is to develop social competence in pupils’ first years of schooling. The purpose of this article is to present the Aprender a Convivir program, which is designed for pupils in preschool and primary education. We will define its objectives, present its content, structure and the methodology to be followed, and conclude with an evaluation. All these aspects will be organized individually, integrating each of the stages in the different elements of the curriculum.
The *Aprender a Convivir* program

**Objective**

*Aprender a Convivir* is a universal, preventive intervention program whose main objective is to develop sufficient social competence in the three- to seven-year-old child so that he or she, from an early age, can face and resolve conflict situations (Justicia, Benítez, Fernández, Fernández, & Pichardo, 2008). The intervention is designed for implementation in the later preschool years, and the first two years of primary education.

**Characteristics of the material**

The content of the *Aprender a Convivir* program is grounded in four basic aspects: the social competence construct, the child’s developmental process, the PS and PE curriculum, and the prior evidence found in the review of existing programs. In the case of PS, the intervention content is divided into four blocks: 1) Rules and following them; 2) Feelings and emotions; 3) Communication skills, and 4) Help and cooperation (see Table 2). Each block contains three units, to be worked through at the rate of one unit per week, each unit comprising two sessions. The time involved is one hour per week (one half hour per session) and the total implementation covers 12 weeks of the school year.

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**Table 2. Content of the “Aprender a Convivir” program for Preschool Education**

<table>
<thead>
<tr>
<th></th>
<th>3 year-olds</th>
<th>4 year-olds</th>
<th>5 year-olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Rules and how to  **</td>
<td>We know and follow the rules of the organization</td>
<td>We know the importance of rules and we follow them</td>
<td>We know the value and importance of rules and we follow them</td>
</tr>
<tr>
<td><strong>follow them</strong></td>
<td>We know and follow the rules of interpersonal relations</td>
<td>We know and follow the rules of the organization and rules of interpersonal relations</td>
<td>We participate in games and class activities, following the rule of listening to teachers and peers</td>
</tr>
<tr>
<td></td>
<td>We understand what happens when the rules are not followed</td>
<td>We participate in games and household activities, following the rules</td>
<td>We identify and solve problems that appear because the rules were not followed</td>
</tr>
<tr>
<td><strong>Feelings and emo-</strong></td>
<td>We recognize our own feelings and emotions</td>
<td>We recognize basic feelings and emotions</td>
<td>We recognize primary and secondary emotions</td>
</tr>
<tr>
<td><strong>tions</strong></td>
<td>We express emotions positively. Happiness.</td>
<td>We control our emotions</td>
<td>We control our emotions and behavior</td>
</tr>
<tr>
<td></td>
<td>We express emotions positively. Anger</td>
<td>We recognize others’ feelings and emotions</td>
<td>We identify others’ emotion states</td>
</tr>
</tbody>
</table>

- 890 -  
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http://dx.doi.org/10.14204/egrep.31.13105
Communication skills

- We understand the importance of knowing how to listen
- We apologize
- We say thank you

Help and cooperation

- We understand the importance and benefits of sharing
- We learn to share things with others
- We understand the concept of help, its importance and benefits

We express what is bothering us. Thank you, you’re welcome and please.

We ask for things properly

We learn to suggest, we do not give orders

We learn to solve problems that come up in communication

We learn to share and help

We learn to help others

We learn to work and help in a group

On the other hand, the program for the first two years of PE is based on what has been addressed in the earlier stage, but with substantial modifications, justified by factors mentioned above. These changes are due, first, to the introduction of new content, and second, to a structure modification; there are no longer blocks, but the work is divided into units that each address one topic. The difference between unit and topic lies in the level of curriculum specificity: Units are established across grade levels, they are common to both school years, while the topics are specific to the year in school (see Table 3). The program is made up of 14 units and 14 topics, at the rate of one topic per week. Each topic covers four sessions, for a total duration of one hour 45 minutes, and the total implementation covers 14 weeks of the school year.

Table 3. “Aprender a Convivir” program content for Primary Education

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics for First Grade</th>
<th>Topics for Second Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules</td>
<td>We create favorable conditions for living together</td>
<td>We are disciplined and obedient in following the rules</td>
</tr>
<tr>
<td>Values</td>
<td>We respect each other</td>
<td>Responsibility and truthfulness are two basic values of living together</td>
</tr>
<tr>
<td>Attention</td>
<td>Our body communicates</td>
<td>We listen actively</td>
</tr>
<tr>
<td>Emotional awareness</td>
<td>We recognize our emotions and others’ emotions</td>
<td>We express our emotions</td>
</tr>
</tbody>
</table>
### Self-control
- We stop and think
- I stop, think and act

### Respect
- We live with other people
- We accept diversity and show solidarity with our classmates

### Empathy
- We are alert to others
- We put ourselves in the other’s place

### Assertiveness
- We say no in a proper way.
- We stand up for our rights

### Waiting for the moment
- We say things at the right moment, and apologize if we do not do so
- We accept criticism and take no for an answer

### Interpersonal relations
- We help, share and cooperate
- We collaborate in team work and team play

### Making friends
- We join a group
- We welcome classmates into our group

### Self-concept
- We know ourselves and we know that we can
- We value ourselves, so that others value us

### Conflict resolution I
- Conflict resolution I

### Conflict resolution II
- Conflict resolution II

As for the program structure, in the PS case, all units contain two sessions. The activities that belong to each session can be seen in Figure 1.

<table>
<thead>
<tr>
<th>Example of one week’s work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit</strong></td>
</tr>
<tr>
<td><strong>Session 1</strong></td>
</tr>
<tr>
<td>Introduction through puppets</td>
</tr>
<tr>
<td>Activity</td>
</tr>
<tr>
<td>Alternative activity</td>
</tr>
</tbody>
</table>

**Figure 1. Program Structure for Preschool Education**

On the other hand, each of the intervention topics in PE contain four sessions (see Figure 2): 1) *Introduction through vignettes*, to present the objectives that will be worked on during the sessions; 2) *Learning through play*, a physical education session that introduces and adapts content from both spheres; 3) *Stories teach us something*, through a critical reading, and 4) *What we learn at school we also do at home*, where the program proposes two activities to do with the family, in order to generalize behaviors to other contexts.
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<table>
<thead>
<tr>
<th>Example of one week’s work</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Session 2</td>
</tr>
<tr>
<td>Introduction through</td>
<td>Learning through play</td>
</tr>
<tr>
<td>puppet activity</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 2. Program Structure for Primary Education.**

*Metodology*

The methodology system is understood to be the set of teaching strategies and learning tasks that are applied in order to cover an objective. In this case, the program presents an active, integrated global methodology that makes it possible to convey the worthwhile learning content in a motivating way, respecting the didactic principles of PS and PE. The learning strategies that are included are represented by a wide variety of techniques or methods that ensure all students meet the program objective.

In general, the methodological basis of the program, in both PS and PE, relies on the problem-solving technique. In other words, it is founded on the process whereby the child discovers effective means for facing situations that come up in daily life. It is a structure process that includes problem identification, search for solutions, analysis of solutions based on their consequences, and decision making. During PS, this method is the most flexible and is carried out implicitly. By contrast, PE students work on problem solving with the help of a poster that systematically lays out the different steps of the method.

Moreover, other types of strategies are also used, such as cooperative groups or role-playing, in addition to discussion groups and brainstorming in PE. The way that the group is organized to carry out each learning task is task-dependent: either in the large group, in small groups or as individual work. The following section clarifies and analyzes each of the tasks.

Resources used in the tasks are quite diverse. Especially important are the puppets in PS and comics in PE. There is also use of stories, games, songs, murals and other specific materials for each of the activities proposed.
**Teaching procedure**

For the specific period of program implementation, the training and teaching techniques and methods are articulated in an instructional sequence called the *teaching procedure*. It comprises the following elements: verbal instruction, dialogue and discussion; modeling; practice; feedback; reinforcement and tasks (Goldstein, Sprafkin, Gershaw & Klein, 1989; Monjas & Gómezález, 2000). This intervention follows the instructional sequence mentioned above, which several authors refer to as the *teaching procedure*, although the *Aprender a Convivir* program also includes in this procedure a specific section on evaluation.

**Verbal instruction, dialogue and discussion**

The first section of the *teaching procedure* is the verbal instruction, dialogue and discussion. Its objective is to present and discuss the skill that will be taught, through an introduction, dialogue on problem solving, and discussion about the skill’s importance in the different contexts of the pupil. This is carried out through the activity *Introduction with puppets* (in PS) and *Introduction through vignettes* (in PE). In the PS task, a puppet named Gavi (a cat) introduces the content to be worked on in the session. Next, the puppets Kike (a boy) and Lupi (a girl) represent a problem situation that they must solve by engaging the students in dialogue, and finally the skill is generalized to other contexts such as home, school and playground. By contrast, the content in PE is introduced through a comic strip where the characters present a situation and a solution that is not necessarily adequate; students must find other solutions by using the problem-solving methodology.

**Modeling**

By engaging in *role-playing*, both teachers and students represent aspects from the solutions they found in the previous phase. Generally, a prior performance is carried out with the whole group, where the teacher shows the example and the students observe and repeat, afterward the act is performed in small groups or with partners. The procedure phase is not done during all the sessions, since some of the content has a more cognitive or affective nature, or it is more difficult to represent. However, when this occurs, the puppets or comic characters represent a model of action to be imitated.
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**Practice**

After the content is introduced, different activities are used to further develop the skill presented. The tasks for PS and PE are varied, including songs, stories, worksheets and games.

Both in PE and in PS there are a number of activities to be done at home, with the objective of generalizing what was learned at school to other contexts such as the family. The idea is also to involve the family in teaching the social competency.

**Feedback and reinforcement**

During the process of competency acquisition, the teacher will offer concrete information about how the learning process is going and whether the task objective is being met, providing reinforcement.

**Tasks**

In this phase, pupils commit themselves to work specifically during that week on the skill proposed, for the purpose of internalizing it and including it in their behavior repertoire. However, pupils should not forget the skills they learned before; the teacher’s role is to remind them of previous content and see that it is being followed.

**Assessment**

Simultaneously, throughout the program implementation process, a token economy system is used to assess the objectives met in each unit. The pupils, guided by their teacher, reflect on their behavior and how well they have met the objective worked on during the week.

In addition to this assessment which the pupil does under his or her teacher’s guidance, there is another assessment in the PS program which the teacher performs using a psychometric instrument. This instrument (Observation Log) is supplied by the Aprender a Convivir program and assesses the level of acquisition of the program content at each age, using a 30-item observation scale with four frequency ratings from 0 = never to 3 = always.

Aside from these two types of summative assessment, carried out after the learning process, there is another type of formative assessment which checks the dynamics of the
teaching/learning process. Here we analyze elements related to organization, functioning and the proper use of session time.

**Conclusions**

**Goodnesses and limitations**

Several recent studies have highlighted the need to adopt evidence-based practices that support boys and girls in learning social competence from an early age.

This paper has described the social competence program called *Aprender a Convivir*, a program that offers training in a set of social skills in pupils in the later years of preschool education and the first years of primary education. This program seeks to equip the child with a number of strategies that help him or her in social relations. This capability involves students following the rules and boundaries that make it possible for us to live together adequately; having an accurate understanding of their feelings and emotions, being able to recognize them in themselves and in others, as well as showing self-control and empathy. They are also taught basic aspects of communicating with others, being assertive, standing up for their rights and establishing positive relationships with others. They are educated in self-knowledge and guided to love and value themselves. All of this takes place within a context of learning and interacting together.

As with any intervention, it is most effective when implemented faithfully and in its entirety, maintaining its sequence and methods. These have been designed to take into account the characteristics of the child in these age groups, and they are ordered in time according to the previous knowledge that is required. Nonetheless, since their purpose is to be included in the curriculum, there is sufficient flexibility for modifying, eliminating or expanding on the content presented.

The program has proven to be effective for optimizing prosocial behaviors and for preventing disruptive behaviors (Justicia et al., 2008; Fernández, 2010; Benítez, Fernández, Justicia, Fernández & Justicia-Arráez, 2011). Ideally, it should be used comprehensively, in a family-school dialogue that enables common reinforcement of the behaviors that are being trained. Although families are provided resources for this purpose, they may not be sufficient.
One of the limitations of this educational proposal is that there is no specific training program for mothers and fathers, indicating that future research should seek to address this objective.

In short, the program offers resources that allow teachers to reliably address the teaching-learning of social competence, in systematic fashion and with a prior assessment.

Proposals for its generalization and use

At the present time, the PE program is under review and further improvement. The PS program, however, is currently being published for its presentation and dissemination in schools. As explained in the Introduction of this paper, the program is oriented toward a kind of universal prevention of antisocial behavior from a very early age. Nonetheless, it may also be implemented in schools that fall within at-risk contexts, or for a specific intervention with pupils that have a deficit in social skills.

Finally, it would be interesting to be able to apply it in non-formal learning contexts such as social resource centers, associations, child care projects, in whole-person care units, in play rooms, sociocultural activities, and so on.

Acknowledgments

This paper forms part of a broader study that is incorporated in the R&D&I Projects Estudio longitudinal de los efectos del programa Aprender a Convivir en el desarrollo de la competencia social y la prevención del comportamiento antisocial [Longitudinal study of the effects of the Aprender a Convivir program in the development of social competence and prevention of antisocial behavior] (SEJ2005-04644) and Desarrollo de la competencia social en el alumnado de infantil y primaria como prevención del desarrollo de conductas de riesgo [Developing social competence in preschool and primary pupils as prevention against development of risk behaviors] (EDU2009-11950), financed by the Ministry of Science and Innovation and FEDER funds (European Social Fund). Similarly, the study was carried out with support from a grant for University Professor Training, financed by the Ministry of Education & Science.
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