Effects of Proactive and Prosocial Behaviors on Critical Incidents of Schoolers from Lima

Efectos de conductas proactivas y prosociales en incidentes críticos de escolares limeños

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Summary

The study focuses on the theoretical approaches of proactive and prosocial behavior of Covey (1996), Xifra (2009) and Roche-Olivar (2004), with the objective of analyzing the significant differences in the reduction of critical incidents in students from public and private schools in the district of San Juan de Lurigancho. To this end, two experimental workshops with quasi-experimental methodology were applied to three groups of students of first and second year of secondary education (Exp. G(proactivity)= 17; Exp. G(prosociality)= 15; Control G. = 16); A behavior observation log and the Guidelines for the Analysis of Critical Incidents (PANIC) instrument of Monereo and Monte (2011) were used. The outcomes indicate significant differences with better effects in the proactive behavior workshop (Hrp = 16.59, p <.05) compared to the verbal violence dimension in which better effects were obtained for the prosocial behavior workshop (Hrp = 14.12, p <.05); Finally, the limitations were that students in the proactivity workshop reduced their critical incidents by demonstrating excessive individualistic. And for later studies, it is suggested to work the above-mentioned workshops, including students attacked.

Keywords: Proactivity, prosocial, critical incidents, behavior.

Resumen

El estudio se centra en los planteamientos teóricos de conducta proactiva y prosocial de Covey (1996), Xifra (2009) y Roche-Olivar (2004), con el objetivo de analizar las diferencias significativas en la disminución de incidentes críticos en escolares de escuelas públicas y privadas del distrito de San Juan de Lurigancho, para cuyo efecto se aplicaron dos talleres experimentales con metodología cuasiexperimental en tres grupos de estudiantes de 1° y 2° de secundaria (G. Exp.(proactividad)= 17; G. Exp.(prosocialidad)= 15; G. Control= 16); se utilizó una bitácora de observación de conducta y el instrumento PANIC de Monereo y Monte (2011). Los resultados indican diferencias

significativas con mejores efectos en el taller de conducta proactiva (Hrp= 16.59, p<.05); a comparación de la dimensión violencia verbal en la cual se obtuvieron mejores efectos por el taller de conducta prosocial (Hrp= 14.12, p<.05); finalmente, las limitaciones fueron que los estudiantes del taller de proactividad aminoraron sus incidentes críticos demostrando excesivo personalismo, y para posteriores estudios, se sugiere trabajar los talleres mencionados incluyendo a estudiantes agredidos.

Palabras claves: Proactividad, prosocial, incidentes críticos, conducta.

Introduction

Proactive and prosocial behaviors allow human being to achieve purposes that contribute to improving the life project from the school stage, to the attitude, cognitive and emotional change; and therefore, they improve the life style of human beings in society after school graduation. The proactive behavior is the variable whereby the individual reaches different levels of academic success and determines the character building (self-assessment, decision and reflection). Therefore, external factors do not influence their cognitive and attitude structure (Covey, 1996; Covey, 2007). Moreover, in thinking training on decision-making, the student with such education generates their autonomy to achieve professional capacities and skills lasting in time.

Proactive behavior is the expression and development of personal self-assessment, analysis of options, decision-making, and the materialization of a proactive language. At first, it is understood that proactivity establishes an axiological framework that every contingency arising in the personal or professional life has. In education, it is the capacity to assess a specific situation, to suggest a proposal for it and keep the decision during a certain time (Figure 1). Such decision is made according to the mental maturity of the individual (Covey, 1996) although Xifra (2009) described that these actions organizing goals and the proactive language activate questions: what, how and why things are done. Although nowadays in the Peruvian context it is difficult to incorporate it in education, the metacognition-based work has been started, but with big mistakes, since it is usually used as a means of knowledge absorption, but without reflection. Therefore, according to the thoughts related to this perspective, deciding to stimulate young people in the proactive work also includes stimulating the strengthening of attitudes towards comfortable life, happy life, or in other terms, as successful life (Covey, 1996; Torres, Díaz & Pérez, 2012; Vaello & Vaello, 2010).

In the education field, generating proactive behaviors will make it possible that teaching also strengthens motivations for schoolers to decide a sustainable academic style of life. This learning model shows original proposals of psychology and positive education adhered to the appraising training of school processes, for which the tutoring area is responsible to have better school interrelationships and the search for personal and other´s satisfaction.

The prosocial behavior is the social interaction that integrates the use of human capacities for a collective and social support purpose (Hobfoll & Stokes, as cited in Estrella, 1996). In the interiorization and development of new ways of interrelationship, the human being materializes "actions that benefit other people, groups… or objectively positive social goals" (Roche-Olivar, 2004, p. 39). Consequently, this promotes the search for actions of a human group, which without any interest in reciprocity, cooperates to achieve collective objectives, and whose actions transferred between the members of a team motivate the search for goals from the active listening as initiative to the active listening as metacognitive reflection (Figure 1). If this definition is adopted (González- Portal, 2000), it is worth mentioning that its definition is different from the altruistic process since cooperation actions are not determined by immaterial resources or verbal motivations like in prosociality. In school, students developing this behavior cooperate and at the same time, receive this cooperation; with more lasting relationships strengthened in the social and educational support spirit, that is, in actions performed in the classroom.
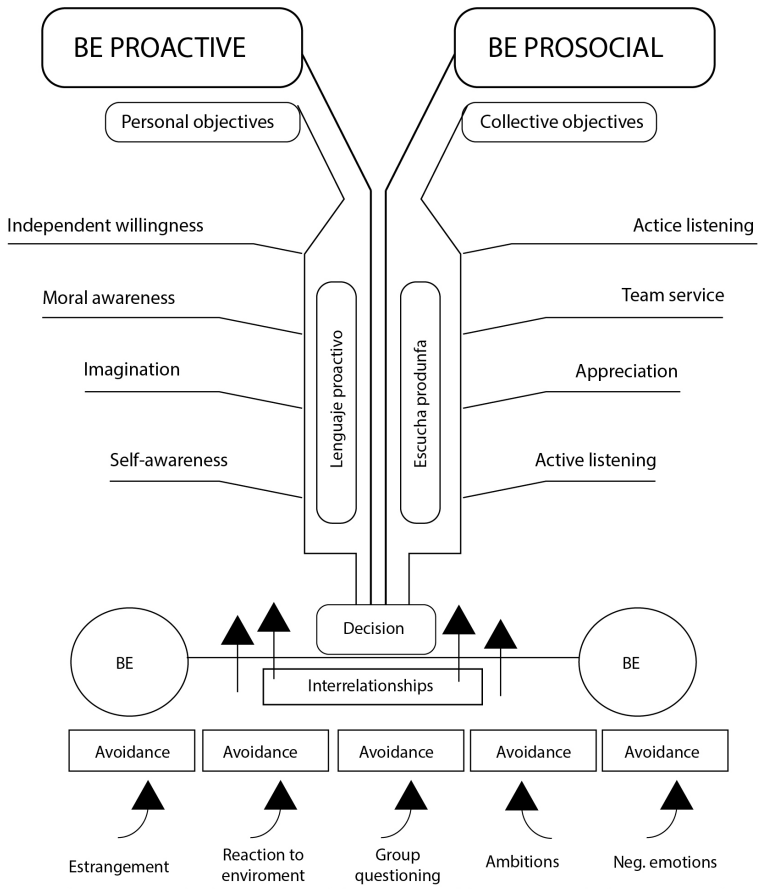
Figure 1. Human beings need an initial decision to change and avoid external influences. In view of this decision, they could mature according to their objectives, either personal or collective. Graph prepared based on proposals of proactivity dimensions in "the proactivity defined" of S. Covey (1996, p. 73), and characters related to prosociality of R. Roche-Olivar (2004, p. 42).

Critical incidents are characterized by the seriousness of occurrence, level of intensity and latency. These appear in specific contexts and imply the use of aggression, disruptive means in a learning environment; or they are confrontations; failure to comply with student regulations by the *instigator* of a behavior. Tripp (2012) defined them as an event of aggression where normative limits of the classroom and tolerant limits of recipients are violated. Based on these attitudes towards recipients, it can be concluded that the critical incident is functional as long as in the education process there are an instigator of the behavior and the passivity of the victim in view of the act of violence or disruption. Therefore, the behavior expressed through physical, verbal violence and disruption by an instigator to the victim generates cognitive and motional instability in any school interrelationship process.

Monereo and Monte (2011) described the critical incident as an event that generates instability, causes breakup of coexistence and human interrelationships in the classroom. However, Valdés and Monereo (2012) considered that those victims of such behavior generate emotional instability in repeated events after they occur for the first time. These behaviors can change into an unusual rebellion, and that generally, does not have characteristics that can predict its appearance. It is also defined as an event of desperation and strategic inconsistency to find solutions by tutors or teachers of the classroom (Every & Mitchell, as cited in Bilbao & Monereo, 2011; Valongo & Suely, 2006) although these last research works state that they develop reflection in the teaching practice and become in a means of learning with feedback (Monereo & Monte, 2011; Vallejos, 2013; Valongo & Suely, 2006).

The empirical origin of the critical incident is from the analysis of a social and historical event of John Flanagan in the Second World War (Bilbao & Monereo, 2001; López-Mena, 2011), which states the analysis of reactions in airplane pilots of the Second World War who were in mortal danger due to a latent tragedy on *Mayday*. In addition, based on the findings,

a preliminary psychological definition of these incidents called *Critical Incident* was established. When applied to the education theoretical field, the critical incident includes an active communication of aggressive or distracting type between two or more students that in the school process destabilize the emotional and cognitive area.

Problem and Scientific Evidences

Aggressive actions such as intimidation and harassment as well as the disruption make difficult coexistence at school. This can be observed in findings dated 2007 and 2008: the fifth of the upper third of the school population in China and two third of Zambia generate school intimidation in their classrooms (Ministry of Education of Peru- MINEDU, 2014, p. 8). In a similar way, 61% of students from Latin America (in Argentina) make fun of their classmates and almost 48.2% bully other students; and in Brazil, 5 out of 10 students confronted their teachers at school (Eljach, Regional Organization for Latin American and Caribbean-UNICEF, 2011, p. 54-55).

Regarding the foregoing, 45% of students of the third and sixth year of primary education were violent with their teachers, classmates and class materials, as well as they were disruptive in the development of their learning lessons (Román & Murillo, 2011, p. 44). In addition, 70% of students in 2014 showed verbal, physical and psychological aggression towards their teachers (El Comercio, 2014, 3rd paragraph). Based on an analysis determined by the Siseve platform of the Ministry of Education (Publimetro.pe, 2015), from 2014 to 2015, cases of school violence have increased from 1000 to 3000 in schools of different management. To date, the reports of these cases of critical incidents were observed in three schools of the district of San Juan de Lurigancho, which was of interest since it was found that students of age 11 to 13 showed physical, verbal and disruptive actions, and they were very repetitive. In view of this reality, it was decided to plan and prepare strategies based on proactivity and prosociality to reduce critical incidents from the following questions: Could students participating in critical incidents with

good attitude towards change inhibit this behavior to develop other proactive and prosocial behaviors? Which effects would have a tutoring workshop during a specific time in a group of aggressive and disruptive young people?

To answer these questions, the following empirical evidences were reviewed: Herfst, van Oudenhoven and Timmerman (2008) say that rejection and intolerance towards different cultures can be clearly identified using the assessment technique of critical incidents, and they also say that reflective assessment of cultures can be developed in students from the intercultural thinking. However, Vandercleyen's research (2010) showed that French students who developed emotional control strategies, when they participate in activities with good communication; they integrate in joint activities for learning corporal and coexistence development at schools.

Shuster (2009) analyzed the changes in levels of violence in the Unites States and found 37 incidents based on the use of weapons as part of a school crime. For that reason, he reports 93% of the total subjects who had weapons in the State of Colorado with signs of desperation and stress. However, qualitative evidences on critical incidents also contribute to do the international research, like the study performed in Concepción, Chile, by Muñoz and Nail (2013), in which 15 teachers reported found that the most predictive factors of critical incidents were the lack of clarity in school regulations, lack of teaching them during school activities; or in certain moment they became restrictive and selective of groups that had different behaviors of confrontation. Moreover, this has seemed to be related to the study performed by Nail, Muñoz and Gajardo (2013), who say that the most common procedure to develop critical incidents is performed based on approach, treatment of the recipient of behavior and the imbalance of regulations. For that reason, there is more inflexibility in the emotional control of the instigators of such behavior.

The experiences of Ison-Zintilini and Morelato-Giménez (2008), like of Valdivieso (2009) refer that school violence is related to the level

of friendship existing in the group of potential aggressors that includes aggressors already studying in the school. The study performed by Desbiens et al. (2008) states that when critical incidents arise in the school, a danger alert is quickly activated in the most disadvantaged groups, and in some students who belong to that group, and they develop defense mechanisms or social rejection of their aggressors, which causes chaos in the relationships of the students. In addition, if these behaviors become repetitive, teachers will lose control easily and will avoid solving the problem arisen, which affects the good interaction of groups.

In Callao (Lima), Gordillo (2013) and Gordillo and Gamero (2013) describe outcomes that establish that disruption is more present in mixed schools and it is multiplied in students through imitations, but there is certain moderation when the groups generating critical incidents include female students.

Regarding proactivity, Gustems and Calderón (2014) state that due to proactive behaviors, students develop better emotions in critical situations when exercising direct reflection of the facts, so the avoidance disappears gradually, and to some extent, this coincides with the statements of Sanz, de Miguel and Gómez (2014), who say that the desire of control develops autonomy in aggressors. For that reason, they become more deciding persons after changing when they develop themselves in an autonomous manner since they overcome fear of a new critical event like a violence or disruption incident.

Finally, Cuevas (2012) worked with students of age 14 to 17 from the district of San Juan de Lurigancho and he found a significant relationship between prosocial behavior and social family climate, which indicated that the relationships, development and stability of students depend on positive scores in the family social climate variable. It also showed the prosocial

behavior in family interaction of students, who showed a high level of development of values according to their style of family coexistence.

Hypothesis

The hypothesis that tried to respond the preliminary questions is based on the Covey's proactivity approach (1996) based on the development of competencies and attitudes of proactive human training, as well as on the Roche-Olivar's approach (2004) on prosocial intelligence and prosocial behaviors, which would be developed in student of age 11 to 12 related to critical incidents during more than one school year, trying to stop the critical incident behavior for an experimental treatment to develop:

-Proactive competencies *(1st group):*

Abilities of self-awareness, imagination, moral awareness and independent willingness.

-*Prosocial competencies (2nd group)*:

Abilities of mutual support, active listening, appreciation and team service.

The treatment transferred through educational activities to students, such as team participation, individual work, development of conversational and emotional self-control strategies may prove that such activities developed the control of emotions when incidents occurred, and their effects may show an improvement in each group of schoolers, as well as which treatment were more effective, after comparing the outcomes with studies with similar approach (Desbiens *et al.*, 2008;

Vandercleyen, 2010). The following hypothesis was based on the foregoing:

h1= there are statistically significant differences in critical incidents of students attended proactive and prosocial behavior workshops at schools in San Juan de Lurigancho.

Method

The method is hypothetical and deductive since it tries to verify a hypothesis based on deductions through statistical inferences (Sabariego & Bisquerra, 2004). In this case, the hypothesis on effects on critical incidents, which were assumed to be reduced after experimental workshops of proactive and prosocial behavior, was proposed.

The research is applied (Babbie, 2000) since educational activities were applied to establish specific behaviors generating changes in two groups of schoolers of a specific context. In this case, they were subjects of age 11 to 13 from the district of San Juan de Lurigancho in Lima. The quasi-experimental design with measurement before and after test was used. (Balluerka & Vergara, 2002) and two independent variables were employed in this procedure (Cook, as cited in Balluerka & Vergara, 2002): proactive behaviors and prosocial behaviors.

Participants

The sample consisted of 48 students of age 11 to 13 (χ= +-12; $E_{(max.)}$ = 13; $E_{(min.)}$= 11), organized in three groups corresponding to three public schools of the district of San Juan de Lurigancho in Lima. These students were grouped according to the educational guidance of each workshop: group A (t proactive) = 17 students, group B (t prosocial) = 15 students; and a control group= 16 students. The selection was performed according to the participation criterion of students in more than three opportunities in critical incidents in more than the first two months of the school year, and the teachers reported them to the psychological department of each school. Other inclusion criteria in the experiment were the following:

- Decision of the student to change their behavior.

- Be the guardian or be in contact with a teacher from a year prior the study.

- Paternity and faculty: accept students whose parents and teachers will show willingness for the student to participate in activities.

In each group of schoolers, the number per gender also showed homogenous numbers for the experiment ($G_{(feminine)}$= 53% and $G_{(masculine)}$= 47%). It is worth mentioning that samples included students who repeated at least one grade. However, research works that include students with these characteristics do not report outcomes that suggest external or internal invalidity (Muñoz & Nail, 2013; Vandercleyen, 2010; Vallés & Monereo, 2013). This research includes as a reporting unit 15 teachers who contributed to data collection (five per each school), so that such data were obtained in a true and reliable manner through their approach to their own students and the tutorial management in each grade.

Instruments and Procedure

Report of critical incidents (REPIC, by its Spanish initials): Quantitative scale prepared to be applied to the research, divided in 20 items aimed at measuring three types of critical incidents determined by their appearance in the classroom: physical violence, verbal violence and disruption. How frequent they appear was established through a scale of responses for each time the incident arises in the classroom, playground, or in other facility of the school: Always, usually, and sometimes. The scores assigned made a maximum total of 60 and minimum total of 20.

The instrument was validated by two experts in school violence and bullying, and four teachers specialized in the educational psychology area. The process had corrections and adjustments afterward**s** arranged. That is, two judges evaluated a first version of the instrument on the writing of items and their correspondence with each dimension. After this process, two teachers specialized in the topic evaluated the correction and then two specialist teachers (unknown) were in charge of the evaluation of the final version.

The process made easier to investigate if the primary processes of validation were rigorous with respect to the specialized opinion of the experts, and to obtain more consistent outcomes in the assessment. After this process, the content validity index was calculated, obtaining 98% of initial acceptance and 95% or final acceptance, which was accepted to apply the instrument.The reliability was calculated based on the data obtained from the pilot test with 45 subjects with identical problems of critical incidence, and scores were obtained to calculate the Cronbach's alpha index in physical violence= .788; verbal violence= .769; disruption= .781; and the critical incident variable= .759. This allowed the use of the instrument with total confidence.

Guidelines for critical incidents (PANIC, by its Spanish initials): instrument prepared by Monereo and Monte (2011) for the tutor and multi-grade teachers in order to show the behaviors of the students of the experiment, and it is used as a support to clearly report behaviors in a specific event, and as a method to record very specific behaviors. Therefore, the instrument allowed the collection of data such as a) description of the context, b) description of the CI, c) conception of the teacher and student, d) associated feelings, and e) actions taken and outcomes. This instrument was introduced as part of the log of the teachers of each school.

Proactive t workshop and prosocial t workshop: Divided in 25 activities per workshop (tutoring sessions), according to the competencies of each curriculum, and they are developed during 6 months of curricular activity. Each session lasted from 25 to 35 minutes during teaching hours of the social and tutorial personnel area. In the proactive t workshop, activities to stimulate aptitudes according to the dimension of each variable were performed (Table 1). Activities and techniques per each workshop for the development of dimensions of independent value in the research were performed.

As a first step of the research, agreements were reached with authorities from schools involved in the study, activities were established per each tutorial area and each teacher was proposed to do their classes without

informing their students that they were going to be observed and evaluated. As a second step, a *checklist* was performed to organize with teachers the students related to critical incidents in more than three opportunities, so that this procedure facilitated the group of students (proactive t and prosocial t). Based on this list, a pilot application was organized with the schoolteachers.

Table 1.

Experimental activities applied by each proactive T workshop and prosocial T workshop for boys and girls of age 11 to 13 related to critical incidents.

Proactivity workshop	Activities and techniques	Prosociality workshop	Activities and techniques
Self-Awareness	Personal SWOT: Self-assessment of acts: Assessment of environment Personal SWOT analysis Self-knowledge of faults Reincorporation of values: Organization of self-regulating actions: Self-questioning Strengthening of change spirit	Deep Listening	Dynamic activities for integration of groups Group analysis and reflection of critical actions performed
Imagination	Creation of opportunities: Programming of weekly self-improvement activities Conversational assignation of partner Application of *Gowin's* V for beliefs, realities, actions and commitments	Assessment	School advertisement: Creation of posters referring to shared work Assessment of actions shared in society Student reflection in the web of groups per school
Moral Awareness	Risk analysis: Solution of acts performed vs. future acts Writing the schedule of actions performed Academic work schedule	Team Service	Application of leadership techniques per teams Social support for health services per student seminars and forums
Language and Independent Willingness	Collection of opinions: Analysis of communication Management of activities: Forum Personal telling of efficient experiences of appraising or academic work		

As a third step, the assessment before and after test of students were organized in a personal interview with each reporting teacher of the classroom (tutor or multi-grade teacher). In addition, in order to establish means that do not influence in an external way the research, each teacher worked with two logbooks of behaviors. One of them would be used to record the scores and the characteristics of students in teamwork as stated by the Ministry of Education of Peru in the teacher's educational kits, and the other one, would be used to record the essential characteristics and scores obtained from the instruments agreed with the psychological team of the schools. Students did not know of the additional record using the instruments above mentioned.

As a fourth step, teachers reached an agreement with the students who showed decision to change in the last months. Therefore, they were invited to participate in the tutorial sessions with a teacher invited from other school in order to work the shared ideas of the work per each workshop. Sessions were worked with normality with respect to the work time in the two experimental groups. It is worth mentioning that from two to one week before workshops finished, teachers in charge recorded in three or four opportunities the data per instrument, trying to obtain scores and characteristics closer to reality. Finally, differences of data were calculated using statistics under data normality criterion, and to confirm such differences, parallel statistical tests were used.

Outcomes

The statistical verification was performed through the Kruskall Wallis test by comparing the differences between pre and posttest scores, from which 8 points of differences were obtained within the average range of the critical incident variable in the proactive t group, and 0.53 in the prosocial t group. On the other hand, the same variable showed an increase of 9 points in the control group classroom, and it was confirmed with 95% of level of confidence (pretest$_{(sig.)}$ = .470; posttest$_{(sig.)}$ = .000, p<.05). To verify these differences with a parametric test, an Anova with significant indexes ($F_{(pretest)}$= .089; F $_{(posttest)}$=

19.862, p<.05) was used. That is, there were no differences before applying the workshop and this showed the statistical stability between groups before applying the respective workshops.

In view of these preliminary findings, a post hoc Dunnett test was performed to define the effectivity of workshops, proving their statistical significance. In that regard, the proactive t workshop was more effective than the prosocial t workshop in the critical incident variable (m $_{(t\ proactive)}$: 37.06, p<.05); and the control group was in the last place. In the verbal violence dimension, prosocial t workshop was more effective than the proactive t workshop (m $_{(t\ prosocial)}$: 12.6, p<.05) and in the remaining dimensions (physical violence and disruption), comparisons showed more effects in proactive t workshop.

For differences of effectivity per workshop in each dimension, the Anova of a factor showed significant differences F $_{(physical\ violence)}$ = 18.445, p<.05; verbal violence F $_{(verbal\ violence)}$ = 24.177, p<.05; F$_{(disruption)}$= 7.059, p<.05). It should be observed the inexistence of differences before applying workshops in such dimensions, which supports the stability of statistical equivalence in scores. After verifying the differences in the posttest measurement in all the dimensions, the hypothesis initially formulated on the inhibition of the critical incident from the generation of proactive and prosocial behaviors was accepted.
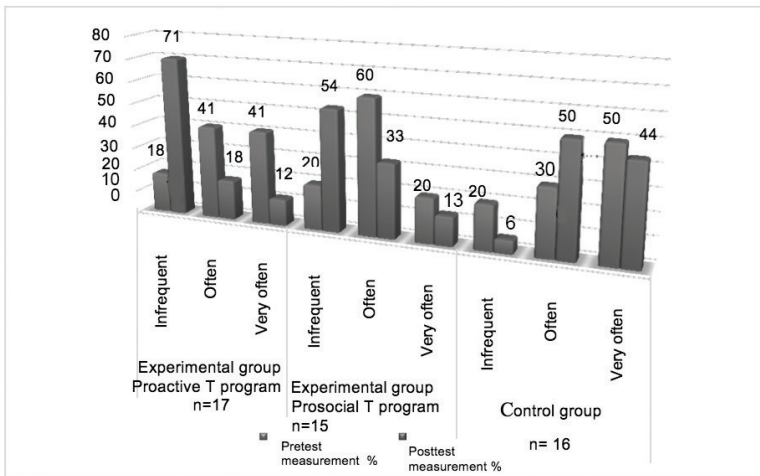
Figure 2. Percentages of critical incidents in pre and posttest measurement of the experimental and control groups of three public schools in San Juan de Lurigancho, 2016.

The description of percentage frequencies of critical incidents, the subjects of the control group showed very frequent critical incidents (almost 50%) before applying tutoring proactive t workshops and prosocial t workshops (Figure 2). In the measurements per students, in the prosocial t group, 60% of participants showed frequent critical incidents and 20% of them showed very frequent critical incidents. That is, in the proactive t group plus the numbers of frequency, 80% of total subjects of that group showed at least frequent or repetitive critical incidents. This determined that the students of that group showed physical violence (blows, pushes, among others), verbal violence (offenses, unjustified screams, confrontations); and disruption (interruptions of conversations with others in class, distractions of classmates, etc.).

In the posttest description, 6% of all the participants of the control group showed a slight reduction of incidents. In the group of the prosocial t workshop program, reduction was much greater with 25% in level of frequency. However, the group of proactive t workshop showed a much

greater reduction, establishing 29% of very frequent critical incidents. That is, the reduction of these incidents in students of the proactive t group was more than 20% in those that showed this behavior often and very often.

Discussion

The study addressed the student reality of three schools. Two groups received treatment through experimental workshops in order to reduce critical incidents during interaction in the classroom. Based on the data and posteriori tests, the students who attended the proactive workshop showed significant differences in critical incidents, and techniques and activities applied from tutoring workshops were established.

From the tutorial educational perspective, it is adduced that self-oriented cognitive strategies of the proactive T workshop contributed to the reflection of the participants, to their self-assessment, planning of techniques to improve their actions of life, the use of proactive language, as well as the organization of academic activities according to their own limitations and academic strengthens, and finally, to improve decision making process. The hypothesis confirmed proposed seems to be based on the search for interaction developed by the communication with proper use of the language. This indicated the improvement of the student's perception of the messages between students after proactivity; and this is similar to the study performed by Vandercleyen (2010), who discovered that when reaching a proactive language, subjects with critical incidents use better techniques to question, organize themselves and integrate groups whose members reject them. These evidences support the theoretical approaches of Xifra (2009), Covey (1996); and Covey (2007). This indicates that the subjects could assess themselves and support the use of a proper language to communicate, and to adapt themselves to the interaction or conversational environment of the members of this group. This would also happen if the workshop had been developed with students affected (attacked), who did not participate in the workshop, although the main limitation should be taken into account: experimental

groups were only integrated by attacking or disruptive students and not by the students attacked. In this regard, Herfst *et al.* (2008) proposes that to develop a proactive behavior, it is necessary to adapt a positive environment, achieve competencies such as empathy, and thus strengthen the cultural initiative or desires of education. This has occurred in this group of students, in which maturity has played a positive role reflected in the attitude of change of the participants, and then with statistically significant indexes when comparing scores obtained from the application of the instrument.

The referenced studies have been focused on the analysis of critical incidents based on problems of interculturality, that is, in students with many types of critical incidents: Those who reject the students due to their ethnic origin, students with different economic conditions; and those with religious beliefs other than catholic. It is necessary to say that they are experiences in other contexts France, Germany, Austria, Holland and Belgium, which have been crucial partly to bring reality close to the place of research; more due to the characteristics of behaviors and cultural characteristics than due socioeconomic factor. However, other assumption to be made is that subjects of the experiment showed at the beginning of the activities little tolerance towards the academic activity, without developing academic self-regulation strategies, which is specified by Alegre (2014) as an essential element to maintain a proper motivation in the academic activity, and thus avoid external stimuli. Extrapolating the study, these stimuli are due to influences of other aggressors with more power of conviction in social interrelation in the classroom, which can make it difficult to keep decisions made from the beginning.

Empirical evidences that are used to compare methods in critical incidents worldwide are focused on the following types of determinants: social violence and juvenile crime (Shuster, 2007), or on juvenile risk situations where gang activity is a main element (Desbiens *et al.*, 2008; Villacorta, 2014). Therefore, in the reality of the students from the district of San Juan de Lurigancho, crime and gang activity were also variables that accompanied

the development of students and have been sources of critical incidents, since many of them, before workshops started, showed confrontation and disruption along with aggression. Although this was increasing until months before such application, the problem may be due to the attachment to friends from neighborhood, who live in risky situations, although work conditions of children are seen in the streets where they are in danger and this cause them to interact with young people of the area that are part of gangs or criminal groups. On the other hand, more personal variables such as parental aggression were studied and this causes uncertainty in teachers since they cannot find a solution to the problem as well as the relatives of the involved students (Bilbao and Monereo, 2011; Contreras, Monereo & Badia, 2010; Nail, Muñoz & Gajardo, 2013; Muñoz & Nail, 2013). It is true that schoolteachers showed reject of, annoyance at and boredom on disruptive students and this was showed in the great percentage of scores obtained from observing the disruptive behavior although the moderate progress as a result of the effective proactive t workshop also highlighted the differences already analyzed in each variable.

In verbal violence the statistical comparison indicated that the inhibition of critical incidents in schoolers caused in students better team service, appreciation of their classmates and also active listening and this was achieved through the prosocial T workshop, as a result of the implementation of Xifra's (2009) and Roche-Olivar's (2004) approaches. However, it is the theoretical basis of the prosocial t workshop, where aspects of mutual help and collective work were developed, and these activities approached the experimental contributions of Garaigordobil and Berrueco (2007), who proposed cooperation strategies, friendly game, mutual help and the use a proper language with effective results. In the prosocial T workshop, applied for this research, the subjects were evaluated with respect to their actions with their classmates, and everything started from the analysis of the means used for communication, and, as a result, they did not use swear words or unjustified screams. Regarding appreciation competency aspects, they

undertake to achieve better averages than their classmates with good grades who did not participate in the workshop, to schedule a study routine or to propose a self-assessment mean as a technique to manage interactions with others.

Finally, is it necessary to say that the treatments applied to reduce critical incidents in the classroom are distinguished by the purpose of attitudes to be developed and the cognitive tools of self-control, which justifies the development of proactive behaviors such as self-assessment, analysis of weaknesses and strengthens and decision making, being techniques that require an independent management of the academic activities to avoid influences from others; or it may go back to imitating disruption. However, one of the limitations also found are focused on the individualism caused by the treatment of the proactive t experimental group when critical incidents were reduced, which was an obstacle for the improvement of social and affective relationships. Nevertheless, this was proven with greater confidence in prosocial behaviors developed in prosocial t workshop although their effects have support the proactivity workshops.

Conclusions

The statistical differences in critical incidents between the group of participants of the proactive t workshop, prosocial t and control group indicate better effect on students of the proactive workshop (h sig.= .000, p<.05).

An effective reduction of critical incidents were proven in subjects attended the proactive t workshop with higher academic average (m: 37.06); and in second place, the prosocial t workshop activities were effective in this comparison (m: 39.13, p<.05). Their results allowed accepting the initial hypothesis and inferring that the theoretical model supported in the proactive capacities of Covey (1996) were more effective than the prosocial behavior developed under Roche-Olivar's hypotheses (2004).

Reduction was also significant in the dimensions of physical violence and disruption. In both dimensions, the proactive behavioral development activities through tutorial activities were more effective than prosocial behavior (m$_{(physical\ violence)}$ = 9.882; m$_{(disruption)}$= 13.529, p<.05). This showed that certain aggressive and disruptive behaviors that were reduced as a result of setting personalized objectives with more influence on participants of the proactive t workshop.

There was also significant reduction in verbal violence, with better averages of the students who attended the prosocial t workshop (m: 12.6, p<.05). This establishes that prosocial activities increase the adjustment of the personality of the students with respect to group participation, and they improved their interpersonal relationships from active listening and appreciation.

Finally, the critical incident technique marked the start of the emotional control in teachers by means of proactive language and active listening that students showed gradually in the classroom according to daily interactions with teachers in charge of workshops, and it was also accepted that the verification of critical incidents is a reflexive experience for the teacher related to the research problem.

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