

**Abstract** (Code: 3650)

**Title of the Paper**

Emotional skills and promoting School Success in the 3rd cycle: Students perception

**Problem Statement**

The perceptions about school, play a central role in behavior, performance and results. There is evidence that an improvement in emotional skills is associated with a higher success.

**Research Questions**

What is the relationship between internalizing and externalizing behaviors, emotional skills and academic success in the 3rd cycle of basic education?

**Purpose of Study**

To promote social and emotional skills of students, in the 3rd cycle of basic education.

**Research Methods**

A pilot study with groups of 7th year at a school central Portugal. Made diagnosis of disruptive behavior (ASEBA) was identified 6 children aged 12 0s and 14 and followed by 3 focus groups with students, parents, and teachers respectively.

**Findings**

6 students mostly male were identified (70 %), with the predominance of externalizing behaviors and academic failure. Not like school (80%) and have no motivation for learning. The relationship between parents and teachers is conflituoso. 100 % of parents have the utmost concern academic success and teachers perceptual good practices, but without success.

**Conclusions**

This program is seen in a perspective of empowerment of the various educational agents to manage various environments and relationships. The results point to the importance of the focus group in the awareness of relational problems in schools. Less adjusted change behaviors imply the involvement of all educators.

**Keywords**

Emotional skills; School Success; Behaviors; Educators

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