Bellver Moreno, Mª C. (2013). *Prevenir la exclusión social.* Valencia: Tirant lo Blanch. 214 pp. ISBN: 9788415731818

The author of this book delves into several fields of the socio-educational intervention from a proactive perspective: prevention of drug-taking/drug in the family and school, prevention of school and family violence, action on children at risk of social exclusion. It is a proposal that goes beyond the curricular scope and targets both families and teachers, and, of course, the professionals of Social Education.

In the first chapter of the work, the author confronts the concept of social maladjustment, understood as the inability of people to adapt to particular situation occasionally or permanently, where we could find a personal unbalance, conflict or friction with the environment. Her proposal deals with this issue from the perspective of the intervention through non-formal education, in which the figure of the professionals of social education is its maximum exponent.

The question of prevention and intervention in the field of delinquency is treated in the second chapter. The work is proposed from formal, informal and non-formal formative contexts

Violence in schools is the central axis of the third chapter of the book. It highlights the need that emerges from the growing presence of situations of school violence in our society, with the harmful consequences for the development of teaching in an environment of difficult cohabitation, which is necessary to improve and to take into account the negative effects both for victims and for attackers.

In the fourth chapter the author deals with the problems associated with drug use, revealing that currently constitutes a first-order problem at national and international levels. The phenomenon of drug addiction is approached in three dimensions: on the one hand the individual person, on the other, the context and finally, the substance.

The work of social education professionals in the family and children/minors at risk is developed in the fifth chapter from consideration of the family as the first agency of socialization of individuals, it is postulated that at present families need specific training to deal with educational tasks of their daughters and sons, and with the conflicts in their environment, as well as they need to know limits and to act against disruptive behaviours and situations of family violence. From the social education it is necessary to act both in the formal and not formal ambience, paying preferable attention to the intervention with minors in situation of risk or helplessness.

The sixth and final chapter of the book presents a research on school violence in public spaces, framed in a European project that offers a view of the socio-educational research from a combination of quantitative and qualitative methodology. In this chapter are given numerous data for reflection and as well as proposed actions to undertake.

Finally, we wish to highlight that we are before a timely work and very useful, profuse in references, that will allow us to deepen in the field of Social education.. Thus, constitutes a reference manual both for professionals and for students, researchers and other people interested in these subjects.