**Palacios García de la Rosa, Rebeca. (2018). *Intervención Socioeducativa con adolescentes en conflicto. Educar desde el encuentro.* Madrid, Narcea.**

Meet the demands of each student and pupil, needs, teach to live, educating in the effort, working together with the family and involve it in the educational process. Is this possible? You receive palaces, give answer to this question from your experience of life and profession, in which, through these pages, shows us a series of educational tools, based on a model and a methodology that allow to design personalized interventions based on emotional education and personal accompaniment of the teenager and his family.

When there is discrepancy between the learner (child, child, student, etc.) and the educator (teacher, parent, monitor, etc.) starts a conflict situation that provides the opportunity to address the situation to begin to learn a series of personal skills and social focused on negotiation and the achievement of agreements.

What aims this manual is to do a review on the theoretical framework to various theories and causes of homelessness and the social conflict to to weave from that solid thread that gives us the theory its own educational model in which to address the experience that gives us the practic to education in children.

He begins the book with an interesting foreword by Julio Yagüe which explains the pedagogy of the contract and its process of accompaniment, which highlights the own Yagüe the educational authority not nobody gives it more than boys themselves. Important nuance that will be common thread throughout the book.

Then comes an introduction featuring three teenagers and showing a touch of their life stories. The author includes some concepts on terms that appear in the manual and takes a brief look at what the reader will find. The book is divided into seven chapters, most already mentioned previously and a section of conclusions the foreword and introduction.

In the first chapter, *causes of homelessness and the social conflict* where it sustains the theoretical bases of what will be the practical development of the manual deals with different theories, such as the behavioral, the geneticist and the author adds Epigenetics and the Transgenerational inheritance. This last theory stands out because it shows as living beings beyond genetics and breeding model living beings, specifically humans, we adapt ourselves in one way or another to the environment that surrounds us.

The Chapter two *our teenagers* that a bridge between the theory of the former and the implementation of the third, shows how the concerns of adolescents of yesterday and today are very similar, but changed society, the tools with which we handle and therein lies the exercise proposed by the author of put ourselves in the place of the child. What through chapter three knock *or our model educational,*palaces, it proposes leaving the zone of comfort, and our methodologies and take the step to what we indicated our concerns. In detail it makes a review to establish the first encounter with teens, how to use the proposed tool, which is the educational contract, and how to develop it. In the next chapter talks about *the educational program*, developed as the initial interview, that methodology follow, observe, and act according to the dynamics of the Center and group class. Through a meticulous process explains how should be the educational program, which include weekly meetings and family tutorials. It is where is gives continuity to the so worked and systematic process that is explained in this chapter. If it is carried out with rig us has high chances of success. *And in The Chapter 5: educational contract* explains what it is, the methodology to be followed and as a track to it. Thanks you for this chapter to discuss both the advantages and benefits and difficulties that we find in the process.

In the last two chapters the author speaks about *our response is* strain in the seventh chapter speaks of educational spaces the role of the teacher and the process teaching and ends in the eighth chapter, *our families*, the importance of the meeting with the relatives.

The final paragraph of the conclusions is in social terms, in perspective of classroom. Although a good theoretical base note and should be noted that the author has been on the ground and their classroom practice has led him to make an essential manual for anyone who intends to improve its educational practice and reflect on a new educational model which It has good basis to highlight. I invite the reader to read the thread of the Hummingbird throughout the text to finally discover the why at the end of the manual.

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