HSC plays a crucial role in prevention risk behaviours in school-aged children. From this standpoint, this study demonstrates how children keep unchanged across time both straight- and self-evaluations in the lack of interventions aiming to modify the relationships between peers in the classroom. However, these interventions should be framed in the HSC partnership.

Many researchers stressed the importance of preventing risk behaviours in school-aged children (Poulin & Bovin 1995; Schwartz, Gorman, Duong, Nakamoto, 2008; Ostrov 2008). This study aims to assess the stability of the relationship between indices of straight-evaluation (Extended Class Play, Masten, Morison, Pellegrini, 1985) and self-evaluation (BFQ-C, Barbaranelli, Caprara, Rabasca, 1998) in the long term (eighteen months). The sample was made up of 407 nine-ten-year-old children (185 F, 222 M) attending the fourth year of primary schools in Quartu S. Elena (Province of Cagliari, Sardinia, Italy). Children were tested twice in order to verify the stability of the indices evaluations. Two MANOVAs (5 x 2) showed that children kept the same roles and the same self-evaluation. Children classified by their classmates as “Aggressive” at the test time, were classified as “Aggressive” at the re-test time too. Children sorted by the following dimensions: Aggression, Prosociality, Victimization, Shyness, Emotional Instability, showed the same results. Concerning self-evaluation, the same stability was observed. Thus, the re-test showed a stabilization of roles and self-evaluations in the long term.

**Keywords:**
BFQ-C, Extended Class Play; Re-test, Self-evaluation, Straight-evaluation; School-aged children.
References:


